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THE BASIC BUSINESS FORUM

UNITED SERVICES FORUM

THE UBEA FORUM

The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. A Volume Index to the FORUM *is published annually for member-subscribers. The contents are indexed in* BUSINESS EDUCATION INDEX *and in* THE EDUCATION INDEX. *The UBEA does not assume responsibility for the points of view or opinions of the contributors to* BUSINESS EDUCATION FORUM *unless such statements have been established by a resolution of the Association.*

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In This Issue

► Some suggestions for elevating the place of basic business in the total general education pattern are presented in this issue of the FORUM. The Feature Section (pages 5-20) also includes many "teachable" techniques for improving the basic business program in today's schools.

► Hundreds of requests are received each year at the UBEA Headquarters Office for information on careers in business. Counselors, teachers, and students will welcome the Services Section (pages 21-28) in this issue which includes timely articles on several careers.

► What is the 10,000 Club? Who are the officers-elect of UBEA and the UBEA Divisions? The In Action Section (pages 29-32) contains the answers to these questions and current items concerning the UBEA and its divisions, regions, and affiliated state associations.

► The president of FBLA, a high school senior, attended the 1958 National Conference on Citizenship held in Washington, D. C. His report in The Future Business Leader Section (pages 33-34) is most refreshing.

► The close co-operation maintained by business and business education is typified by the items offered through the FORUM's Clip 'n Mail Service each month. The alert business teacher will take advantage of these educational services to secure helpful and informative materials for use in his classroom. Be sure to Clip 'n Mail the coupons today for these additional services.—*H.P.G.*

Editor: Basic Business Forum
FLOYD L. CRANK
Northern Illinois University
DeKalb, Illinois

Improving Basic Business

ALMOST EVERY AREA of education today is in the throes of a rigid analysis and evaluation. The goals, the content, and the methodology in education are being scrutinized by individuals from many fields of endeavor. Although we may deplore the philosophies that are set forth by some of the "analysts," we cannot discount their effects.

Basic business has not been ignored in the reappraisal process. In fact, the basic business courses are receiving more than their share of attention in a number of geographic areas. Certainly, it is time for individuals who claim professional interest in business education to focus their attention on ways to improve the basic business program.

In this issue of the FORUM, you will find five major areas in which the basic business program can be improved. The contributors in each of these areas call upon many years of experience in presenting their ideas for FORUM readers. It is the intent of the contributors to help each teacher realize that his own individual efforts will be a significant factor in the improvement of the basic business program.

If the basic business courses must be justified—actually they should require no justification—they must take their place in the school offerings as a part of general education. The teacher of basic business can contribute immeasurably to the improvement of the program by organizing his course or courses around the general aspects of business—the vocational elements of business education are in competent hands. It is unnecessary, and indeed unwise, for basic business teachers to incorporate into their courses any curricular experiences that are vocational in nature. Certainly, we have little enough time to develop desirable concepts and competencies in consumer and economic education. Dr. Price is very convincing in his arguments for viewing basic business as good general education.

Almost any basic business program can be improved if the goals are defined in terms of concepts and understandings. Without question, information and skills are important. It is equally true, however, that such information and skills must be milestones on the road to the end goals: the development of desirable concepts. Facts are soon forgotten; concepts are long remembered. Only when the unit goals are set up in terms of concepts and understandings can we be sure of reaching these goals. You will find helpful suggestions in the article that deals with the outlining of objectives.

To reach the goals that are established, we must organize classroom activities around certain segments of subject matter. Perhaps the greatest opportunity for improvement lies in this area. Content cannot be considered very significant if students are unable to get involved in it. For this reason, the basic business teacher must select with great care and caution the subject matter that will be used. It must be important to everyone concerned and it must be good general education. Mr. McElwain's ideas should be considered carefully.

Since the basic business class is evaluated by administrators and by other teachers on the basis of classroom activities, constant analysis and improvement is necessary. Miss Bahr, in her usual practical fashion, outlines some activities that will add spark and genuine interest to any basic business class, and these activities should produce notable results in learning.

Curricular experiences have little value unless they make a difference in the behavior of students. It is important, therefore, that we evaluate learning in terms of behavioral changes. Miss Travis describes some techniques and devices that may help to determine the amount of change that occurs in the study of basic business.—FLOYD L. CRANK, *Issue Editor.*

THE *Forum*

Improving the Basic Business Program:

Make Basic Business Good General Education

By RAY G. PRICE, University of Minnesota, Minneapolis, Minnesota

IN AN AGE of specialization, which this one surely is, vocational education is not only important, it is essential. Nevertheless, it has long been apparent that a too specialized education serves to further disunify the members of a society already divided by geographic, political, social, economic and religious differences. To counteract this trend, general education was developed. Its purpose is to provide some common learning experiences through which all students can become acquainted with the major aspects of our culture.

One of the major aspects of our culture is its economic nature. Hence, if general education is to meet the present and foreseeable future needs of students, it must include some economic education. This is not the same thing as saying it must include a course in economics. Desirable as such a move might be, economic understandings are by no means found only in economics courses. Every one of the other basic business subjects—general business, economic geography, business law, consumer problems, and principles of business—provides an opportunity to raise the level of economic literacy. And, if properly taught, they can, in many instances, meet the students' general education needs better than a traditional economics course which may be more theoretical than practical.

Now, on the surface, at least, it would appear that business teachers agree that the basic business subjects represent our contribution to that broad underlying body of knowledge referred to as "general education." Indeed, our almost universal acceptance of the name by which they are called would indicate an admission on our part that we consider these courses to be fundamental to an understanding of our business system. And it is by this means that we distinguish them from our other offerings, the aim of which is to develop one or another kinds of vocational competency.

Why then is it deemed necessary from time to time, to reaffirm our position with respect to basic business education? Why should we have to keep reminding ourselves that it is general education and furthermore, to make certain that it is *good* general education? One very important reason is that in recent months, education in the United States has been on trial. Prodded by an aroused public, school administrators have been busily re-examining curriculums. The survival of our basic business program may well depend on whether or not it can be justified as good general education.

Basic business will never be acknowledged as good general education until its entire make up from objectives and content to activities and evaluation is directed toward *all* students. Recognizing this fact, publishers, authors, and teachers alike, have fallen into the habit of making such a claim for almost every basic business textbook and course. But whether or not these claims are always valid is open to question.

It must be nonvocational. The opposite of "general" is "special" or "specific." Vocational business courses provide a specific kind of education for those students who are primarily interested in job training. To meet the requirements of good general education, therefore, basic business courses must be completely devoid of vocational aims.

Of all our basic business subjects, perhaps none is extolled for its general education values more than our ninth or tenth grade general business course. Yet it is not at all unusual for teachers of general business to emphasize the development of such skills as filing, making change, and writing sales tickets. Not by any stretch of the imagination can these be said to be among the needs of all students any more than learning to analyze customers, write advertisements, and make sales. We must assume that those who want instruction of this kind will avail themselves of the opportunities provided by our vocational offerings.

Our persistent practice of including vocational aims in general business, or any other basic business course, only serves to make us vulnerable to attack by those both inside and outside our field. The course cannot then be justified on the grounds that it is good general education. Nor can it be justified on the grounds that it is good vocational education, since its treatment of skill development is too superficial to result in any real vocational competency. School administrators and counselors, therefore, who are responsible for guiding the educational choices of all students fail to understand the place and purpose of such a course in the curriculum.

There is another type of course, frequently called general business, the purpose of which is to promote, survey, or explore the vocational business subjects to follow. This is a very specific kind of course, and although it may be classified as business education, it is neither basic business nor good general education.

It must be geared to the level of all students. Before a course can be said to meet the needs of all students,

"We cannot continue to teach the same old things in the same way without ever asking ourselves why."

it must make provision for a wide range of individual differences in aptitude, ability, and interest. Teachers are frequently heard to complain that they do not like to teach the basic business subjects because they are a dumping ground for students who cannot succeed in other courses. Does this suggest that we may be failing to challenge students of average or above average ability?

Many of our basic business offerings, and general business in particular, provide remedial instruction in penmanship, arithmetic, and spelling. Even if this were a universal need of all students, which it certainly is not, why should we assume the responsibility for meeting it? By making such instruction incidental to our courses rather than fundamental, is it possible that we could attract more bright students?

At this point, it might be well to consider the frequently debated question of whether arithmetic should be a part of general business. The answer is that it all depends. If the arithmetic is designed to help develop the concepts presented in the textbook, then it can be justified. But if the purpose of the arithmetic is to get the student ready for a bookkeeping course he will take later, it cannot be said to meet the needs of *all* students. It is the latter kind of arithmetic that has resulted in general business being offered to low ability students as a substitute for the traditional high school mathematics course.

To be sure that our basic business courses meet the needs of students with varying abilities, we must also examine our teaching procedures critically. One of our proudest boasts is that students of these subjects learn through doing—not by talking and listening. As a promotional device, this statement may be very effective. But when considered objectively, its fallacy becomes apparent.

First of all, the statement implies that talking and listening are not "doing" activities. Then, what are they?

Second, the statement suggests that the best way to learn is through doing something other than talking and listening. And for some students this is true. But it is fatuous to presume that it is the best way for *all* students to learn because we know only too well that all students do not learn in the same way. If we want to establish that basic business is good general education, we must be ever alert to the necessity of adopting our methods to fit the students rather than trying to fit the students to our methods. Some boys and girls gain more by participating in and listening to classroom discussions than by any other method. Furthermore, since most of the future decisions they will be called upon to make as citizens will be based on their ability to interpret and exchange ideas, it is part of our responsibility as teachers to help them develop this ability.

Third, the statement can be taken to mean that as long as students are busy "doing," they are learning. This theory is sometimes accepted so enthusiastically that we are not always careful to discriminate between "doing" that actually promotes learning and "doing" that merely serves to keep students busy. Nothing will drive bright students out of our basic business classes more effectively than the latter. Moreover, you can be certain that if an educational procedure is boring and unstimulating to a bright student, it is equally boring to students of average or low ability.

It must change with the times. The society in which we live is a dynamic one. Our cultural patterns are undergoing constant change. Thus, the needs of yesterday's youth are not necessarily the same as the needs of today's youth. If general education is to achieve its purpose, it must be flexible enough to accommodate these changing needs. And if our basic business courses are to gain acceptance as good general education, they must be re-evaluated frequently from the standpoint of what the nonvocational business needs of boys and girls really are. We cannot continue to teach the same old things in the same way without ever asking ourselves why. In a study conducted by Harold Leith,[1] 925 students were interviewed in an effort to determine their personal economic problems. Not one volunteered a problem that was in any way associated with transportation or communication—two topics commonly included to improve personal economic competency.

One thing that must be taken into account in planning our courses is that the students we get today have more access to information than their predecessors. Radio, television, movies, the extent to which we travel —all contribute to provide these young people with a broad background of experience. At the same time, many of the things once taught at the secondary level are now included among topics studied at the elementary level. Consequently, time is too often wasted on things students already know. An even sorrier situation is that in which the students are better informed on the subject under discussion than the teacher.

The vocational flavor that clings to many of our present-day general business courses can be directly traced to this seeming reluctance on our part to change with the times. During a period when great numbers of boys and girls were dropping out of school at an early age, emphasis on job training was expedient. The fact that a greater percentage of students are continuing through the secondary school today, however, has diminished

[1]Leith, Harold. "Pupil Interest in Personal Economic Problems." Business Education Forum, 7: 19-23; March 1953.

"*Objectives probably are the most important step in the entire teaching process.*"

the need for this type of education at the ninth and tenth grade levels. On the other hand, our fast growing economy has increased the need for greater economic literacy among our future citizens regardless of their eventual occupations.

It must provide a unified learning experience. General education is intended to provide students a unified learning experience—one that stresses the relationships of the topics studied. Our continued practice of offering several basic business courses at the eleventh- and twelfth-grade levels runs counter to this purpose. These separate courses represent a highly specialized program of studies. And although closely related, when taken separately, they fail to give students sufficient depth and detail to grasp these relationships. Furthermore, most schools that offer advanced basic business have the problem of deciding which course or courses to offer. By the same token, students who have a choice, have the problem of deciding which course to take. In any event, they obtain only a fragmentary picture of business and of their relationship to it.

Now, if the content of these several courses could be drawn together and integrated into one course, the result would be an organized learning experience. Such a course would take into account the students' needs as consumers, as producers, and as citizens. In other words, the student would develop a completely unified concept of economic society and of his place in it.

In addition to giving us a sound general education course, a consolidation of this kind would have a number of other advantages. More schools would offer an advanced basic business course. The overlapping that is inevitable with closely related subjects would be eliminated. Only material that is meaningful and related to student needs would be used.

The general business course at the ninth- and tenth-grade levels would provide the elementary background for the advanced course. Here, too, however, a better integration of subject matter is needed. More often than not, these courses are little more than a series of isolated major topics put together in such a way that the student is unable to see how they are related. To cite but one example—and they are legion—almost all of these courses devote some attention to social security. Practically none of them make any attempt to develop an appreciation of how the money paid in old age or unemployment benefits serves to stabilize our economy.

There Is Still a Long Way To Go

It would be grossly unfair to those who have worked hard to bring basic business education closer to the ideal of good general education, not to point out how far we have progressed. Nearly every comparison of our modern courses with those of a decade or more ago will show that the shallow and trivial objectives and content are gradually giving way to the good and meaningful. But the danger of such a comparison is that it might lull us into a state of complacency where we would cease to strive for higher standards. And in these times, complacency is a luxury we cannot afford.

Improving the Basic Business Program:

Develop Concepts, Understandings, Attitudes

By FLOYD CRANK, Northern Illinois University, DeKalb, Illinois

MOST BASIC BUSINESS teachers are willing to admit the advisability of developing concepts and understandings in the classroom. In fairly recent years, we have moved away from the practice of teaching information purely for the sake of information to the practice of teaching *with* information to develop understandings, attitudes, and resultant concepts. The transition period is a painful one, but the outcomes are immensely worthwhile. Any period of transition is a time of confusion for many of us, but confusion often is the first step in learning.

There are many advantages in teaching for concepts and understandings: the teacher and the students have definite goals toward which to work; students are less limited in what they will learn; the transfer to situations of a similar nature is greater; information, attitudes, and skills are just as important as at any other time; greater use can be made of supplementary materials; and students take a more active part in classroom procedures. All of us are interested in more functional teaching, and the development of concepts and understandings can be functional.

The first step in the organization and planning for teaching is the identification of objectives. If teaching is to be wholly functional and if we are to teach for the development of concepts and understandings, we must identify the objectives in terms of concepts, understandings, and attitudes. Objectives probably are the most

"The identification of the concepts that are to be developed is the first step in setting up objectives."

important step in the entire teaching process. It is almost trite to repeat that if we don't know where we are going, we are unlikely to arrive at any satisfactory destination. Many of the ills that afflict the basic business classroom can be cured, or at least lessened in severity, by the simple expedient of writing down the objectives for a unit or a lesson. The problem, then, is "How do we identify objectives in terms of concepts, understandings, and attitudes?"

What Is a Concept?

Mystery still surrounds the term *concept*. In the contributor's opinion, a concept consists of everything one knows; everything one believes; everything one understands about an object, or a practice, or an idea; and everything one feels toward the object, the practice, or the idea. Everything a person knows involves all the knowledge that he has. Everything he believes is the knowledge that he possesses, plus his attitude (probably based on past experience). Everything one understands involves all the knowledge he has coupled with an insight into a process. Everything one feels toward an object or an idea is his whole and complete attitude. All these factors combined comprise one's concept.

Note how important knowledge is in this definition of a concept. A very necessary step in learning is the acquisition of knowledge. Such knowledge, however, must lead to something else; we cannot be content to stop after information has been acquired. If you accept the definition of a concept as outlined above, the process of development in the classroom will be: get acquainted with the information and learn that which is necessary to know, then use the information to develop insights into processes and thus gain understandings. From the understandings, basic beliefs are formed, and these beliefs become attitudes. Through these steps, desirable concepts are formed.

Identify the Concepts

The identification of the concepts that are to be developed is the first step in setting up objectives. This is not a difficult process; concepts can be determined fairly easily by analyzing the major topics under consideration. Some guides for determining concepts would be: a concept must contain information, it must involve a process that should be understood, and it must be worthy of an attitude. In the study of credit, for instance, a teacher may identify the concepts of credit as an extension of confidence, credit as a tool of economic control, and credit as a weapon for consumers. Each of these may be subdivided into concepts that are more limited in scope. In the study of banking, the concept of check endorsement serves as an illustration. In this concept, there is knowledge or information, certain legal obligations are involved and they should be understood, and an attitude of caution must be developed.

Concepts sometimes will be stated as topics, such as the concepts of saving, credit buying, wise buying, insurance protection, investment policies, banks, labor-management relations, productivity, efficient distribution, government protection and regulation, and standard of living. Concepts may also be stated as descriptive phrases or as complete sentences. It is not too important that teachers select concepts with great precision, but it is tremendously important that they identify what they *think* are the significant concepts to be developed.

After the concepts have been identified, it is necessary to list the objectives for the unit or the lesson. Certainly, the development of concepts is the final goal toward which the teacher and students will work. The objectives, however, need to be more clearly defined in terms of the elements contained within each of the concepts. Since a concept consists of everything one understands, knows, and feels about an object, idea, or practice, the actual objectives are set up in terms of these factors. The teachers should make a list of "What Students Should Understand," "What Students Should Know or Know How To Do," and "What Attitudes and Appreciations Students Should Form."

Develop Understandings and Attitudes

As indicated earlier, understandings are comprised of the knowledge one has about any particular object or idea, coupled with an insight into the processes that are a necessary part of the object or idea. Understandings are distinguished from pure knowledge by the insight that is required. Knowledge, or information, is an important part of the development of understandings, and attitudes are formed on the basis of understandings. Only through such a procedure can we systematically develop desirable concepts.

In teaching the concept of budgeting, for example, it is necessary first to develop a sensitivity to the need for budgeting. After the stage has been set—the need or importance outlined—students are expected to work with subject matter. They read to find out the advantages of budgeting, why some people object to it, why organizations must budget their incomes, the steps and procedures that are recommended, and the different forms that are used. Students also investigate budgeting practices among families. They may keep records of their own spending as a basis for budgeting. In other words, students familiarize themselves with, or they actually learn, the information in the unit.

On the basis of the information that is acquired through the skillful direction of the teacher, such under-

"If objectives are stated in definitive form, teaching will be more definitive and more effective."

standings as the following are developed: few individuals have enough resources to take care of their wants, budgeting is essential if we are to get the most satisfaction from our money, budgeting is not penny pinching—it is intelligent control over the spending of our incomes. Many other understandings will be identified, of course; these are simply illustrative. The important factor is the realization that understandings must be the result of experience with subject matter.

As the understandings are being developed, student attitudes will be changing. It is almost impossible to teach attitudes directly; they are the result of the degree of understanding that one possesses. Since a receptive attitude toward budgeting is more than half the battle of developing a desirable concept in this respect, teachers need to check to see if attitudes are changed or if desirable attitudes are formed as the understandings are being developed.

Thus, the analysis of concepts becomes the objectives for the unit or lesson. These objectives consist of understandings, knowledges, skills, attitudes, and appreciations. Only by working through the subject matter can understandings result. Only through understanding can desirable attitudes be formed. Only when all elements are combined, has the concept been developed.

State Objectives Definitively

For a long time, it has been accepted practice to state objectives as "To understand . . ." "To learn how to . . ." "To develop . . ." It is probable that objectives will be more functional if the understandings, the knowledges, the skills, and the attitudes are stated in precise, definitive form. Some of the understandings in a unit in banking, for instance, could be stated definitively as: money is created through the operation of the banking system; the ease with which a consumer can borrow money is largely determined by the Federal Reserve Board; banks are business institutions and are entitled to profits on their operations; banks contribute to the economic development of a community; and when one endorses a check, he becomes liable for payment of the check. Other understandings can be identified, but these serve to illustrate the point that they should be stated in a precise and definitive form so teachers and students will have a better idea of when the objectives have been reached.

In like manner, the things that students should know or should know how to do would be stated as: know how and when to open checking and savings accounts, know how to write checks correctly, know how to endorse checks, know when to use the various endorsements, know when to use substitutes for money, and know how to use substitutes for money. Again, these knowledges and skills are illustrative only. Most basic business teachers long have stated knowledges and skills in such a manner.

Attitudes and appreciations, when stated definitively, might be: appreciate the important part in the community and in the nation that banks and the banking system play, and recognize that banks are friendly places of business.

If objectives are stated in definitive form, teaching will be more definite and more effective. It is possible to restrict the learning of students in many ways. When teachers do not know the objectives or do not know precisely what the objective contains or means, student learning is restricted in the degree that uncertainty exists. Objectives must be outlined thoroughly before the study of a unit is begun.

Why Objectives Are Necessary

It is impossible for teachers and students to know where they are going if objectives have not been set up. It is equally impossible to know how far to go or when destinations are reached if teachers and students do not know precisely the components of each of the objectives. The value of teaching for development of concepts can hardly be questioned. Concepts must be outlined before a unit is begun; they must be analyzed to obtain the objectives of the unit. Concepts can be developed only when subject matter is used to develop understandings and attitudes. For these reasons, objectives must be clearly identified and defined.

The content of a unit is selected on the basis of objectives. A specific body of content will be required to develop each understanding and each knowledge. Teachers and students cannot really know the subject matter until objectives have been identified. Once the exact outcomes of a unit are known, the subject matter becomes a vehicle for reaching the goals.

Objectives are important, too, because classroom procedures and activities frequently are determined by the goals. Obviously, the same procedures cannot be used in developing understandings as are used in developing skills. Objectives must serve as guides to progress, to content, and to classroom activities.

Basic business is the term applied to general business and economic education on the secondary-school level. Economic and business education may be divided into two parts: (1) that which is especially concerned with job training and earning a living, and (2) that which emphasizes using wisely the income earned from the job.—*The Business Education Program in the Expanding Secondary School.* NASSP-UBEA. 1957. p. 132.

"... the content of the general business course must be carefully articulated with programs of the elementary schools."

Improving the Basic Business Program:

Choose Significant and Practical Content

By VIRN A. McELWAIN, Maine Township High School, Des Plaines, Illinois

ONE OF THE biggest problems that a school administrator faces is that of deciding upon curricular offerings. This is true especially in small schools. In setting up the framework of the curriculum, with such advice and counsel as are available from the staff and the community, the administrator frequently is in a quandary as to which courses to offer and where to put them in the grade sequence. Certainly, administrators are sometimes guilty of advocating a course because they enjoy teaching the subject or for the belief that a certain teacher will contribute more if he or she is teaching in a field that has personal appeal. Often, too, the course is placed in a grade sequence just to "fill in," without any thought as to whether or not it will have the greatest benefit for the student. It must be recognized also that the term *business* attached to any course has come to be thought of as a "frill" in the minds of some of the most ardent critics of our schools. All of these factors add to the problem of the administrator.

In the search for curricular offerings that will serve the general education needs of high school students, school administrators need to take a look at business education. All students, prior to their graduation from high school, need some basic business education to prepare them for living in a business society. A senior course in basic business is particularly appropriate, since the need is apparent to the students and the information can be applied more readily to the immediate life situations that students are about to face. In most small schools, only one basic business course can be offered.

Articulation of General Business

Where a freshman-sophomore general business course is offered, the content should be built on the basic business information that has been learned in the elementary school. In the elementary course of study for North Dakota, for example, under social studies and arithmetic, the following is a list of some of the objectives or studies as placed in grade sequence:

Grade 1: Develop correct attitudes toward public property; how does the community help the family get its food? how does the family get it clothes?

Grade 2: What agencies in the community serve you?

Grade 3: How does the rest of the world help our community get the necessities of life? how do ways of transportation help to provide us with goods? how can I be a good citizen?

Grades 4, 5, 6, 7, and 8: Transportation and trade; industries based upon natural resources; agriculture, world's greatest industry; world and local geography; transportation, freight, power; commerce and commercial regions; money, finance, banking, insurance, letter-writing.

If we assume that each of the topics is learned, some of the content that is ordinarily included in general business will be repetitious on the ninth-grade level. Close scrutiny will reveal, however, that such essential areas as financial planning (budgeting), wise buying, credit, investments, taxation, and legal rights and remedies seldom are considered on the elementary school level. Also, as students reach various stages of maturity, topics that have been studied previously will have more meaning and practical application to life situations. Certainly, the ninth-grade general business course offers a unique opportunity to introduce high school students to some of the important aspects of consumer information. It is evident, however, that the content of the general business course must be carefully articulated with programs of the elementary schools. We can and should eliminate needless repetition; and we must develop consumer aspects of basic business where they have not been developed previously.

Fusion of Basic Business Offerings

It must be recognized that many small schools are not in a position to offer a complete basic business program. Certainly, a sequence of basic business courses has a rightful place in the curriculum where schools are large enough and where staffs are sufficiently well trained. Where such conditions do not exist, however, a well-placed and balanced course with meaningful material, taught by the most competent person on the staff, is the only other alternative. We must not overlook the possibility in small schools of the fusion of basic business with the required social studies courses, such as "problems of democracy." It may be even more advisable to have a large block of time during the day to include basic business in the core program. Close cooperation with other departments in the school will bring added prestige to the basic business program. Although business teachers should have a distinct ad-

"Close co-operation with other departments in the school will bring added prestige to the basic business program."

vantage in teaching basic business courses, the most important consideration is that high school students have the opportunity to acquire these essential learnings before they leave school.

Guidance as a Function

Much that has been written concerning secondary schools presupposes the existence of professional guidance and counseling personnel in sufficient numbers to provide adequately for student needs. In small schools, such conditions simply do not exist, and regular teachers must assume the role of counselor. In many schools, occupational guidance may not be particularly important prior to the senior year because most of the students take the same courses; but during the last year or two of school, students become quite concerned about what will follow their graduation. Thus, it seems advisable to provide considerable guidance in the basic business courses, when such guidance cannot be obtained elsewhere. If the guidance aspect is integrated into each unit of study, the primary objective of developing useful understandings will not be neglected.

Significant Content

The textbook cannot be discarded, even in a basic a more effective manner. It may be necessary to have business class. Actually, we must use the textbooks in a variety of textbooks and supplementary materials to make up for the inadequacies of unprepared staff and of proper physical facilities. Considerable planning for a basic business course must be undertaken to make it most useful to all and challenging to the better students. Pretests can be given and the results used to great advantage in setting up a course outline.

It is difficult to state exactly the content of each unit that should be studied, but the following suggestions represent some of the information that the contributor believes should be learned by high school students before they graduate.

Budgeting. Students should have practical experience in setting up a personal budget with an emphasis upon the need for setting aside a part of their income for the future.

Banking. The importance of services rendered by banks can be stressed, and the importance of the check-stub record to meet much of the need for income tax purposes can be brought out. Reconciling of bank statements, and a visit to a local bank would prove interesting and informative for those who are or soon will be handling their own money.

Insurance. There are many and varied types of life, health, accident, property, and other insurance that can be covered. Much material is available from insurance companies. Agents of insurance companies can be invited to speak to classes, and films are good teaching devices that can be utilized. Some of the students may be able to bring in personal insurance policies from home, or blank policies can be secured from insurance companies.

Law. Contracts, wills, probates, personal liability, financial obligations, leases, rentals, and so on, should be studied. A lawyer should speak to the class if possible. Legal descriptions of the public domain, such as ranges, townships, sections, and lots can be of special value as a study in rural areas. A visit to the register of deeds office would be most informative.

Buying. This area may have been well covered in home economics, but many smaller schools do not have this study and few boys are enrolled when such courses are offered. An acquaintanceship with literature in the field, such as consumer reports, research reports, and other publications will be beneficial. Agencies, such as the National Association of Better Business Bureaus, Inc., can be brought to the attention of class members. A felt board presentation on labels and materials could make a lasting impression. Seasonal buying and the informative and persuasive aspects of advertising are worthy of some study.

Investing. The common and preferred stocks, mutual savings banks, municipal and corporation bonds, savings and loan associations, and other means or agencies whereby money is accepted for investment purposes, should be made known to the student. Risks involved, as well as the benefits involved in regular investment, should be pointed out. Films are available that can make these places realistic to the students. The buying of a home will prove to be an interesting study for the students. Locations, pitfalls, credit purchasing, mortgages, and many other aspects related to home ownership should be helpful for most all members.

Arithmetic Review. Many students have not studied mathematics since the ninth grade and do need a refresher course before finishing high school. This study should be a review of the fundamental processes, percentages, interest, and an application of these devices to everyday usage. It may be integrated with the units on investing, buying, budgeting, and banking, and insurance. Filing of income taxes can also be studied in this part.

Occupational Guidance. The *Occupational Outlook Handbook*, published by the U. S. Department of Labor, would be a must for one who is teaching guidance. A further knowledge of where information can be obtained should be made available to the students. Career days sponsored by colleges and other organizations should be attended by the students. If possible, the

"In the study of the automobile industry, many phases of business can be learned."

student should visit a particular place of business or occupation in which he is interested. All students should take part in a carefully planned testing program.

Starting a Business. In some schools, it may be necessary to include a unit on starting a business. Although such a unit has a vocational flavor, it may be a necessary offering in some instances. If this unit were built around the needs of someone who was planning to start a business of his own, many of the questions could be answered that might satisfy the desire for practical information useful to all members of the class. The why, where, and how of starting a business can become too detailed, but the various agencies on the local, state, and national level where information, protection, or general advice can be secured, should be discussed. A visit to the county court house or other offices of this type would be worth while. Wholesale buying, real-estate buying, insurance protection, advertising, credit management, contracts, and handling money are some of the many areas that can be brought into use when studying the starting of a business.

Content Is Significant and Practical

The content in the basic business class should meet the needs of the students in individual communities. It is almost certain that content will vary from one community to another. Regardless of the way in which the teacher selects content, it must be significant to the learner and it must have practical value for the students enrolled in basic business classes.

Improving the Basic Business Program:

Enable Students To Reach Their Goals

By GLADYS BAHR, New Trier Township High School, Winnetka, Illinois

STUDENT ACTIVITIES are important in basic business classes. Often the activities suggested in the textbook are not suitable for the class or in certain communities. Perhaps the area of business is only slightly covered in the textbook. Automobile economics is one of these. What should be done? Here are suggestions for teaching a unit on the car. The philosophy, method and activities can be applied to other areas of basic business.

Our economy is much concerned with the automobile. Over 54,000,000 were in use in 1956. The consumer frequently spends 12 to 15 percent of his take-home pay on his car. Keeping up the family car is generally number three item on the budget, preceded only by expenditures for food and housing. Will the consumer of the future spend less and receive more if he studies how to buy and use a car?

One person out of every seven in our country earns his living from the manufacture, sale, or service of motor vehicles. Then four or five members of any present general business class may be greatly concerned with the automobile business in their future life.

Our country has an automobile economy. If the new models for a particular year do not sell, many businesses are affected. Obviously car manufacturers, dealers, advertisers, and service stations record financial losses. But in addition, other markets, recreational facilities, and so on will be involved. The negotiations of the labor unions with the "big three" of the motor industry are of great interest to millions of people. Escalator clauses bring higher wages and maybe higher cost-of-living indexes to their friends and neighbors. The automobile worker may pay more for his car.

Industries such as steel, rubber, zinc, aluminum, upholstery and padding material, copper, lead, and glass are some of those affected by car production and consumption.

Should business teachers consider it their obligation to teach the economy of the car? Indeed, yes. This area may have a business emphasis in some communities and may be entitled, "The Auto Industry." It may have more consumer interest in another class in a different community and can then be named, "Buying a Used Car." In an economics class, "The American Economy and the Automobile" may be the appropriate heading.

The unit has built-in motivation. Teenagers, especially the boys, are interested in cars. They want to drive the family car as soon as the law provides. Next, they want to own their own car. Girls develop an interest, knowing that their friends and future husbands are interested.

In the study of the automobile economy, many phases of business can be learned: *insurance*—fire, extended coverage, bodily injury, property damage, collision, medical payments; *taxes*—federal excise, state sales, hidden; *credit*—business, installment credit, small loan laws, interest rates; *economics*—gross national product, supply and demand, government regulation, marketing,

"A concept is an important statement to be formulated, emphasized, and retained."

distribution of income, free enterprise; *investments*—stock of auto companies, stock of auto accessories, and oil companies, dividends, bonds, operation of stock market; *labor*—unions, fringe benefits, escalator clause; *business law*—warranties, conditional sales contract, rights of buyer, rights of seller.

Auto Activities

How does a teacher begin the study of this area when there is little help in the textbook? He need not be hesitant. Here are nine useful activities:

1. *Selecting Materials.* If you do not have a copy of *Money Management—Your Automobile Dollar,* you will wish to order one from Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois, 10 cents. This reference is excellent and at this low cost perhaps each student could purchase one.

As you read this article, the April 1959 issue of *Consumer Reports* will be available. You may order these in quantities of 15 or more at 10 cents a copy. The price on the newsstands is 50 cents. The April issue each year is devoted almost entirely to purchasing an automobile.

If student budgets are low, one-half of the class could purchase the Money Management booklet and the other half the Consumer Reports magazine. The purchases can be reduced to a greater extent if the school library is subscribing to certain magazines. Recent issues of *Changing Times, U. S. News and World Report,* and *Consumer Reports* contain numerous articles on automobiles.

2. *Giving Oral Reports.* If this is your first attempt at automobile economics, you may wish to have students tell you many facts and concepts. We can learn from our students.

After a part or an entire period has been devoted to browsing and reading whatever material is available, you may ask your students to choose a particular favorite phase of the area. Prepare a list of oral reports to be given by individuals a few days after the initiation of the unit. The oral reports may be short ones for general business students and longer for those in advanced basic business.

3. *Teaching Concepts Within a Concept.* In the interim between the first day of reading class materials and the day for the first oral reports, the teacher may wish to present difficult but important concepts. For example:

Auto Depreciation

Concept: Depreciation is the largest single fixed expense of a car.

Reasons: Use by the consumer, new models every year, and planned obsolescence.

Rate: Original cost of 1957 Ford, Chevrolet, or Plymouth is $2340. First year depreciation is 32 percent; second year depreciation, 18 percent; and third year depreciation, 11 percent. Total for the three years is 61 percent or about $1417—$476 a year. (See *Changing Times,* 12: 15 October 1958.)

Problem: Using the same percentage, what will be the depreciation of a 1959 Chevrolet that costs $2782? (See other costs in *U. S. News and World Report,* 45: 51 November 7, 1958.)

Textbooks give considerable help on auto insurance, but maybe an extra lesson on a particular but important concept is necessary.

Liability Insurance

Concept: The coverage of bodily-injury liability insurance should be as large as the insurance budget will permit.

Reasons: Damage suit, court awards huge amounts, and financial ruin.

Rate:[1]

Liability Limit	Premium	Increase in Protection	Increase in Cost
10/20	$44.40	------	------
25/50	40.32	150%	13%
50/100	53.65	400%	21%
100/300	56.98	900%	28%

Problem: What will be paid by the insurance company if a jury awarded $60,000 to two people injured by your car if you carried 25/50? How would the balance be paid? How much more premium would have to be paid by you for the next liability limit?

4. *Creating Concepts.* With some general business students and many advanced basic business students, concepts may be developed. A concept is an important statement to be formulated, emphasized and retained. It frequently contains facts, appreciations, and a guide for conduct.

These concepts were formulated by students of the contributor: (a) take a demonstration ride in a car like the one you plan to buy; (b) if your automobile budget is limited, don't discredit the six-cylinder car; (c) make sure that you really need the extras you buy; (d) automobile advertisements try to get the buyer in the showroom; (e) carry the right amounts of the right types of insurance; (f) buy a new car in the first three months after the model year has begun; (g) make as large a down payment as possible when financing a car; (h) the true interest rate on buying a car on time is usually twice the quoted financing charge rate; (i) in the tire business there is no industry-wide standardization of quality; and (j) operation of a car generally costs more than 10 cents a mile.

These concepts and others may be highlighted in display work, as review, and as an evaluation.

[1]*Changing Times,* 12: 9; February 1958.

"The problem-solving technique *may be used when a real problem exists in the class or in the community.*"

5. *Analyzing Advertisements.* You may introduce the activity by explaining three different types of auto advertisements: (a) the colorful emotional appeal advertisement from the slick magazine; (b) the local auto agency newspaper advertisement with less glamour and more facts; and (c) the classified advertisement about a used car, one an owner wishes to sell direct to another consumer.

Ask the students to bring in their sets of three advertisements and prepare a chart:

	Ad #1	Ad #2	Ad #3
Emotional Appeal			
Facts			
Meaningless Statements			
Value to Business			
Value to Consumer			

Analyzing slogans in advertisements, such as "The Forward Look," "High in distinction—low in price," or "Built to Lead—Built to Last" helps develop concepts. Advertisements of gasoline and tires offer a variety. Your local Better Business Bureau can be helpful with this activity.

6. *Surveying the Community.* It would appear necessary to find out about the car business of the student's own community. Ask some students to confer with these persons and ask one or more questions:

Mechanic: What cars do you repair frequently?

Service station owner: Do you sell more regular or premium gas?

Dealer: Will you please explain a typical financial car sale to me? (Ask for money items)

Car owner (adult): Do you buy the same brand each time that you get a new car? Why?

Credit agency: How do I borrow money to buy a used car?

A questionnaire may be prepared by the class to be answered by parents. These answers may give consumer practices of the community and determine the necessity of studying certain phases of this area.

Auto Buying Habits

Key

a = always
n = never
s = sometimes

Ask your parents to answer these questions, please.

a n s

1. ___ ___ ___ Do you visit several dealers when buying a new car?
2. ___ ___ ___ Do you buy the same brand of car each time a new one is purchased?
3. ___ ___ ___ Do you buy a new car?
4. ___ ___ ___ Do you buy a used car?
5. ___ ___ ___ If you buy a new car, do you do so within three model years after the last purchase?
6. ___ ___ ___ If you buy a used car, do you buy another used car within three calendar years?
7. ___ ___ ___ Do you pay cash for a new car plus trade-in?
8. ___ ___ ___ Do you buy a new car on time?
9. ___ ___ ___ Do you buy a used car on time?
10. ___ ___ ___ Do you test drive a used car?
11. ___ ___ ___ Does your family have more than one car?
12. ___ ___ ___ Do you compare finance charges?

Additional questions with "yes" or "no" answer:

Yes No

1. ___ ___ Will your next car be an American-made small car?
2. ___ ___ Will your next car be a foreign small car?
3. ___ ___ Do you plan to cut car costs within the next year?

7. *Emphasizing the 3 R's.* Reading was explained in Activity 1, "Selecting Materials." Additional references can be found in such magazines as *Popular Mechanics, Popular Science, Time, Newsweek, Business Week, Motor Life,* and *Motor Trend,* as well as in local newspapers. Combined with writing, the students can outline the references, write summaries, and give their opinions of the value of the reference. Writing too has been suggested in formulating concepts and analyzing advertisements.

Additional arithmetic problems may be added in the areas of gas mileage, costs of owning and operating a car (see pp. 26-8 in the pamphlet *Money Management—Your Automobile Dollar*), and auto financing.

8. *Promoting Special Interests.* Several activities are suggested here as a group to indicate those that can be used in certain classes and with students of special interests and abilities.

The *problem-solving technique* may be used when a real problem exists in the class or in the community. Problems: How much money must I have to buy a good used car? Why are we having a gas war? How long before our assembly plant closes down?

Some students like *role-playing activities.* A boy may take the class out to the school parking lot and demonstrate how to test a used car while his pal takes the part of the used-car salesman. Two senior boys recorded their conversations with a local automobile dealer and played the tape-recording to their class as well as to another class in which the technique was not used.

Some students like to do *display work* and will prepare bulletin boards and posters. The American Manufacturers Association, 320 New Center Building, Detroit 2, Michigan, will send posters and suggested ideas. The cutouts of various cars of three or four automobile manufacturers may be grouped on the bulletin board with the correct selling prices and consumer ratings.

". . . a student's behavior is likely to be strongly influenced by his understandings and appreciations."

Annotated bibliographies may be prepared by a class if the *Readers' Guide to Periodical Literature* and sufficient magazines are available in the school library. The length of the annotation varies with the level of the class.

An *essay* may be assigned to the writers of the class: "My Car Keeps Me Broke."

9. *Evaluating the Area.* Much evaluation has been accomplished as some of the activities have been carried on during the learning period. Many of the suggested activities can be graded: reading notes, oral reports, advertisement collection and evaluation, arithmetic problems, and any individual-interest projects. Some teachers, however, believe that there must be a final evaluation as the area is completed. Statements to be completed might include:

1. The most important concept I learned in this unit was:
2. The reason it seems so important to me is:
3. Ten important facts that I learned are:

Evaluating basic business learning needs further study and research. New techniques must be created and tried.

The amount of class time spent on the study of automobile economics will vary with the class and the community. Two weeks would not be too long in many situations. A greater time would be justifiable if the area were given sufficient breadth and depth.

The activities explained here are very suitable for automobile economics: selecting materials, giving oral reports, teaching concepts within a concept, creating concepts, analyzing advertisements, surveying the community, emphasizing the 3 R's, promoting special interests, and evaluating the area.

These activities are equally helpful for all phases of basic business. They are strongly recommended for current problems and phases of business suitable to the community but not given emphasis in the textbook. They may be used with the topics of inflation, recession, trading stocks, labor problems, local taxes, trading stamp craze, pay television, and many others.

Improving the Basic Business Program:

Evaluate in Terms of Behavioral Changes

By DOROTHY L. TRAVIS, Central High School and University of North Dakota, Grand Forks, North Dakota

THE PURPOSE of evaluation is to measure progress toward a specific goal or goals. The goals for basic business have been stated in many different ways. In a report entitled "Let's Educate Youth for Effective Business Life,"[1] prepared at a recent conference of business teachers, it is stated that

> . . . basic business education supplements other studies by helping students to learn to:
> manage with competence their personal business affairs
> understand the American business system
> understand the business problems facing them as citizens in their communities
> appreciate the business problems that are the concern of their government.

At first glance, it might appear that only the first of these desired outcomes would be concerned with "behavioral changes." However, further consideration will show that a student's behavior is likely to be strongly influenced by his understandings and appreciations. Therefore, evaluation in terms of behavioral changes may include the evaluation of all phases of instruction in basic business.

It may appear, then, that all types of evaluation procedures may be used. This is largely true, but behavioral changes cannot be determined wholly by the results from periodic tests of the traditional type. Actually, growth in business competence may not be evident until weeks, months, or even years after the study of basic business.

Behavioral changes are important because only when such changes occur do we have evidence that learning occurs. Sometimes there is a great difference between academic knowledge and actual performance. As nearly as possible, we need to find out how basic business students will perform in the face of various problem situations. Desirable behavior, resulting from basic business learning, will include such factors as: understands and uses economic vocabulary, helps to increase efficiency in distribution, looks at both sides of labor-management disagreements and makes up his mind on the basis of facts available, writes and endorses checks correctly, uses advertisements in planning his shopping, buys insurance that fits his needs, saves a part of his earnings, shops around to obtain the best buys, makes and follows a budget, and investigates before he invests.

[1] *Let's Educate Youth for Effective Business Life.* Monograph 90. Cincinnati: South-Western Publishing Company, 1958.

"The desired behavior should be identified for each unit of instruction."

Since we cannot often observe our students as they perform business activities, we must devise instruments that will help to determine the amount of change.

The desired behavior should be identified for each unit of instruction. Evaluation of instruction and learning should then be done in terms of these goals.

Published Tests

Since teachers are busy and have large classes, often it is easier to use the tests that accompany a textbook than to prepare other instruments. Generally, these tests are easy to check and score. They seem to tell the teacher whether the student has learned what he has read or heard in the classroom. It is easy to assume that such tests indicate comparable abilities among students and therefore are satisfactory for determining the periodic grade expected by the school administrator, the student, and his parents.

These tests do serve a purpose if they are used correctly. Let us consider, as an example, a vocabulary test in which the student fills in a blank with a desired word or in which he chooses the word which, out of several, best completes a statement. His knowledge of business terminology may help him in his understanding of the American business system and may increase his competence in handling his personal business affairs. Certainly, vocabulary is an essential part of conceptual learning; and the development of vocabulary is a necessary goal for any unit. In addition, until an individual studies the organization and work of the businesses engaged in providing the services that facilitate production and distribution in this modern world, he is unlikely to be able to understand or appreciate the problems of business.

Many teachers prepare their own tests to measure the acquisition of facts. Ordinarily, such tests are either short-answer or the essay type. If such tests are prepared carefully, they may also measure a degree of understanding. The essay-type test is particularly useful in determining understandings, and it has an added advantage in that it affords an opportunity to evaluate the student's ability to express himself.

Such tests, therefore, may help to measure the student's grasp of factual information concerning the organization of the various types of businesses and the services they offer. If designed carefully, the tests may also help to determine understandings. It must be understood that facts are to be considered only a means to an end, not the goal itself. Only when a student can use factual information to draw conclusions and plan courses of action are the facts important.

Another type of test that is easy to score requires the application of skills which have been taught, such as the proper way to write a check, reconcile a bank statement, or write a business letter. It might seem that this would be a means of evaluating behavioral changes. This is not necessarily the case, however, for the student may use the skill correctly in the classroom under the supervision of the teacher but fail to use it in a practical out-of-school situation. On the other hand, he may not use it correctly while still in high school, but, as an adult, will recall the instruction and put it into practice. Since we frequently must simulate actual situations, however, the tests that measure application of knowledge have a definite place in the basic business course.

Attitudes and Understandings

There are other types of tests which are being used more and more in the basic business classroom. These require the students to express opinions or make decisions or choices. It is often possible to detect evidence of changes in attitudes and judgment through the use of these tests.

In one of these, a series of statements is given to the student, and he is to indicate whether he agrees or disagrees with each statement or is uncertain about it. This is a test of his understanding, and it requires his use of the facts he has studied. The value of this kind of test is enhanced when the student is also asked to give a brief statement explaining the reason for his decision. This will show his line of thought as well as his ability to express himself. It is quite possible that an answer contrary to the one expected will be satisfactory in the light of the student's explanation.

Some of the statements in this type of test may measure only the student's grasp of factual information. An example would be a statement such as, "One may not write checks on a savings account." But questions which test judgment are preferable. An example might be, "High quality is assured when one purchases widely advertised merchandise." The student's decision as to whether he agrees or disagrees or is uncertain will give some indication of his understanding of the part advertising plays in business today.

A series of these statements may be used as a pretest preceding the study of the topic. The answers will show the teacher what attitudes need to be corrected and the points in which instruction is needed. This same test, or a similar one covering the same material, may be given at the conclusion of the study of the topic. By comparing the results of the two tests, changes in attitudes and understanding can easily be observed. Therefore, this test does in a sense evaluate behavioral change.

Another type of test in which a decision must be made based upon judgment consists of the presentation

"Teacher observation is very subjective but also one of the most important means of evaluating behavioral change."

of a situation or case followed by questions to be answered by the student. The following is an example:

> The father of Bob Smith, a high school freshman, is planning to take out some life insurance. Others in Bob's family, besides his father and mother, include a sister who is ten years old and a brother three years old. Mr. Smith works in a men's clothing store and his annual income is $5200. The Smiths rent their home. Which of the types of insurance listed below do you think Mr. Smith should purchase? Tell the reason for your choice. (a) term insurance for five years, (b) straight life insurance, (c) limited payment life insurance (paid up at 65), or (d) twenty-year endowment.

A somewhat similar type of test lists several possible answers and a number of possible reasons. The student selects an answer and also a reason for his choice. This type is easier for the student to take and easier for the teacher to score, but it is more difficult to prepare.

An example of the last test described and additional tests of the type that require judgment and the ability to make decisions and thus evaluate attitudes are presented in the BUSINESS EDUCATION FORUM for March 1955, and in the 1958 *American Business Education Yearbook,* "Educating Youth for Economic Competence."

Teacher observation is very subjective but also one of the most important means of evaluating behavioral change. A case history should be kept for each student and a record made of every evidence of the student's development and growth in his business competence, attitudes, understandings, and appreciations.

Obviously the teacher cannot observe the students' actions in their personal business transactions, but it is possible in the class discussions to encourage reports of their experiences. Also, the students' accounts of the experiences of others and their reactions to these incidents will be very revealing.

Personal Traits

The measurement of changes in traits and habits may be direct or indirect. The students may co-operate with the instructor in determining direct measurement of improvement in traits and habits.

Early in the course—even as early as the first day—the students may be challenged to make a list of the traits which would lead to business success. Younger students who have little knowledge of what traits are desirable in business can be asked to prepare a list of the traits they recognize in the people they like and also those in the people they dislike.

Employers are constantly stressing the need by their employees for the ability to get along with people. The students' lists will include many of the traits needed by business workers.

The curiosity aroused by the preparation of such lists as an introduction to the course can be a way of focusing attention on the importance of these traits in business. In the contributor's own class this curiosity stimulated one typically active ninth grade boy to ask, "What has that to do with this?" And he pointed to the textbook. The question was turned back to the class, and their answers set the stage for the next step.

From the individual lists, a composite list can be prepared by the class or by a committee of students. From this master list, a rating chart can be developed by the teacher or, better, by the students with teacher guidance.

There are excellent rating charts available, it is true —and they may be used. However, when the students prepare their own charts, they are much more interested in them. Also, it is more likely to be stated in terms which they understand.

Each student should next rate himself and study the results to determine his own strengths and weaknesses. Each then selects one or two, or at the most three, of the traits which seem most in need of improvement. All are encouraged to work on these.

The subject matter will offer many opportunities for directing the students' attention to the part these traits play in business activities. But there should also be periodic evaluation of his own progress by each student. This should continue through the year at intervals of a few weeks. Some teachers prefer to have such a re-evaluation weekly. The student is asked to determine whether he believes he is making progress. As he notes improvement, he is encouraged to select other traits which the rating chart shows are in need of strengthening.

Individual teacher-student conferences provide a very effective means of assisting the student in his evaluation of himself. These conferences are most valuable when the teacher encourages the student to do the talking about his own progress. However, they also provide an opportunity for the teacher to give some direction and suggest methods of making improvement.

Later in the year when the students have become better acquainted, or in the beginning if they already know each other well, it is often effective to have each student rated anonymously by two or three of his classmates. If this procedure of rating by other students is carefully presented to the class by the teacher, and then the ratings are interpreted to the students in the individual conferences in a constructive rather than a critical way, they can be very effective. The students are usually very interested in knowing what their classmates think of them.

(Please turn to page 20)

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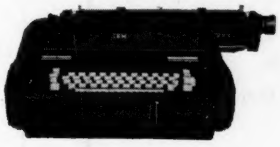

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Travis

(Continued from page 17)

This type of evaluation is direct and can lead to the development of an employable personality. To be successful, it requires a great deal of teacher time; and even more, it requires a teacher who is truly interested in students as individuals. However, during the crucial early adolescent period, a program of this type can be exceedingly worth while.

Through the use of the self-rating charts, the students will be made aware of the traits which are important in business, but these tend to be intangibles. The teacher must use every possible opportunity to point out specific instances in which these traits play an important part. They will then have positive and concrete significance to the students.

In conclusion, it appears that the traditional type of test serves a purpose in determining whether the student is acquiring the working tools he needs to manage his personal business affairs and to understand and appreciate the problems of business and government, that the tests which force the student to use judgment and make decisions may be used to evaluate his attitudes and his understandings, but that only through careful individual study of each student can the teacher truly evaluate behavioral changes.

United Services is a continuous department of the BUSINESS EDUCATION FORUM. Members are urged to share their teaching experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand two hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

UNITED SERVICES

SHORTHAND

CAROL OSTNESS, Editor
Stephens College
Columbia, Missouri

OFFICE REQUIREMENTS FOR THE MEDICAL SECRETARY

Contributed by **Sister M. Sarah**, *Rosary Hill College, Buffalo, New York*

DOCTORS tell us there is a desperate need for good medical secretaries. It is true many doctors, either from choice or necessity, assist high school graduates in becoming highly successful office nurses. But the complaint is that when the secretary has learned the routine and can take on more and more responsibilities, she will most likely hand in her resignation in favor of marriage.

Formerly, a little knowledge of shorthand and typewriting fulfilled the requirements of most doctors. It has been only within the last two decades that highly skilled performance resulting from specialized training in medical secretaryship as such, has been recognized as being essential.

To be an able assistant to the doctor, the medical secretary must like and enjoy her work. She must be physically constituted and temperamentally adjusted to the type of role she will be called upon to play. The medical secretary has an enviable position, one that is both challenging and personally rewarding. In this particular branch of office work, the human relations element adds to the fascinating routine of the doctor's assistant. And, in this work more than in any other type, the physician's secretary has the opportunity to display initiative, sympathy, tact, and the ability to cope with the unusual and difficult problems of the office.

Inductive Training

The medical secretary may be called upon to perform any or all of these relatively simple duties: meet and greet patients, obtain pertinent personal data, weigh patients, take temperature and pulse rates, prepare patient for examination, give eye drops, prepare and place patient in paraffin bath, and assure patient and those who are most interested in the patient's welfare. None of these activities requires more than common knowledge of personal hygiene and a pleasant personality to perform them adequately.

Other simple routines required of the medical secretary are these: replenishing supplies in doctor's bag for emergency calls; maintaining inventory records of medical supplies and drugs; ordering medical supplies and drugs; making appointments for patients to consult with the physician; making appointments and arrangements for patient's admission into a hospital; sterilizing instruments and surgical dressings; and maintaining order and sanitary conditions in the office, the consultation, and the examination rooms.

More education is required if the secretary is to perform such duties as taking blood pressure, determining hemoglobin content of blood, checking for presence of albumen in urine, and so on. An even more complex training is required for the secretary to use and control the many machines and medical appliances found in the modern doctor's office. These might include operating electrocardiograph machine, determining the basal metabolism rates, taking and developing X-ray pictures, operating the diathermy machine, and using and controlling heat lamps.

Some doctors require their secretaries to give vaccinations, sharpen hypodermic needles, give intramuscular injections, apply and remove surgical dressings, and assist in minor or, sometimes, even major surgery.

Further Requirements and Responsibilities

All of these requirements call for specialized training, most of which must be acquired in a hospital. Besides these semiprofessional activities, the school should provide the secretarial courses. Students who hope to become adequately prepared as medical secretaries should, after preliminary courses in shorthand and typewriting, give greater emphasis to medical terminology and to medical shorthand itself.

Regardless of the fact that many doctors now use mechanical devices for recording letters and other material to be transcribed later, every secretary—medical, legal, or executive—should have a thorough knowledge of and competency in transcribing shorthand at a reasonable rate of speed. A course in secretarial office practice should include the basic principles of preparing stencils

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SHORTHAND

and carbons together with the operation of stencil-type and other kinds of duplicating machines, voice-writers, computation machines, telephone technique, personality development, and some emphasis on medical ethics.

The medical secretary is frequently the custodian of general office materials and, of greater importance, the medical records of the patients. Therefore, she should have at least a working knowledge of how to set up and maintain an indexing and filing system that will serve effectively the needs of her employer.

Business composition should prepare and develop in the potential secretary the ability to write clearly, concisely, and forcefully so that she may apply it to the special problems of composing business letters and medical reports. She should also be capable of editing manuscripts. A short, preliminary course in the derivation of words followed by medical terminology itself should lay the foundation for a rich and varied vocabulary so essential to an efficient medical secretary.

A number of doctors have stated that their ideal secretary should have some knowledge of business law and particularly of insurance. She is required to take charge of the completion of patients' insurance forms, explain to them their exact coverage, and transfer them to the hospitals for medical surgery and hospital expenses. The same doctors maintain that a good secretary should be able to supervise office personnel and to establish office routines.

Human anatomy, physiology, and chemistry should also be required of the medical secretary to give her some knowledge and understanding of the basic principles underlying the normal functions of the human body.

Off-Campus Courses

Within the framework of the course of studies, time should be allotted for the student to obtain at least seven credit hours in hospital work. These credit hours should be earned during the senior year, preferably the first semester. They should consist of lectures and practical application of theory learned under competent guidance in a hospital laboratory. The student should be permitted to maintain records, perform the routines that will be required of her in the physician's office, and operate the various machines after she has a thorough working knowledge of their maintenance and use.

During the last semester of the senior year, the student should arrange to obtain part-time employment in a clinic, hospital laboratory, or doctor's office under the dual guidance of the school and physician. Reports of the secretary's progress and development should be made to the school, and the supervision by the school itself should enable the student to bring her preparatory work up to a very high standard.

With a background of at least sixty-three credit hours in the liberal arts, the medical secretary is equipped to take employment in government and private hospitals, pharmaceutical houses, in clinics, schools of medicine, research laboratories, and physicians' offices.

The medical secretary profession embraces the dichotomy of nursing and secretaryship, thus making of it a channel for the fulfillment of woman's innate characteristic, namely, that of dedicated service.

RUSSELL HOSLER, Editor
University of Wisconsin
Madison, Wisconsin

CAREERS IN TYPEWRITING—OR—TYPEWRITING IN CAREERS

Contributed by **Mary Lou Smith,** ***Eveleth, Minnesota***

THE MAN who can readily express his ideas in writing is considered a learned person. Written expression in one form or another is used by all educated persons. In recent years, the typewriter has become the medium that is used almost universally as a method of written expression. In fact, the typewriter can be thought of as a tool of literacy.

The typewriter is used *full-time* in some jobs, on a *part-time* basis in other jobs, *incidental* to the major work done in some positions, and is not an absolute necessity but *contributes* a great deal in getting the job done effectively in others. In considering the many uses of the typewriter, one could say that in many instances there are "careers in typewriting." In other situations, the discussion may be more appropriate from the point of view of "typewriting in careers."

Typewriting in Full-Time Positions

In a discussion of the importance of careers in typewriting, one instantly thinks of such full-time positions as that of the typist or the stenographer. It is recognized, of course, that these positions represent a tremendous number of job opportunities. Without question, the largest number of full-time jobs in a business office involve the use of a typewriter. There are many other jobs outside of the business office in which the typewriter plays an important and significant part.

It must be remembered, too, that the typewriter is a means of opening many other doors that may have greater opportunities with respect to advancement and salary. With a good skill in typewriting, opportunities may present themselves in countless situations. To illustrate, oil companies frequently employ stenographers and secretaries at good starting salaries, with subsistence paid, to serve in their offices in foreign lands. These jobs provide excellent opportunities to travel and see much of the world with all expenses paid. Another type of situation in which typewriting may be of great benefit is the one where a girl is unable to prepare for the work of a technician, such as a dental hygienist, but may have the door open to her to do work of this nature through her typewriting skill. Very frequently a dentist will train his secretary so that she can serve a dual capacity—that of a secretary and dental assistant.

Typewriting on a Part-Time Basis

Most follow-up studies reveal that high school graduates list typewriting as one of the most helpful subjects they have taken. This high rating is given to typewriting not only by those who are using the skill for full-time employment but also by many others who use typewriting for part-time jobs or for personal-use activities. While in high school, many of these students have been able to earn needed money during vacations and after school hours. Many of them would not have been able to go to college were it not for the money they earned on part-time jobs using their typewriting skill. Wives of students, too, have frequently made it possible for their husbands to finish their schooling by working full or part-time at various types of office jobs. Some typewrite theses and reports and are able to stay at home while earning. The college student's typewriter may serve both as a medium for writing his reports as well as an instrument on which money may be earned while he continues his education.

Innumerable part-time jobs involve typewriting. These part-time jobs are often available to people who are physically handicapped or those who are able to work only one or two days a week. Employers of these persons fall into many classifications such as, small-town newspaper publishers, independent school districts, corner grocery stores, fruit growers shipping the season's crop, and so on. It should be observed, too, that very frequently the small businessman will do his own typewriting, since his business operation may not warrant the employment of a typist even on a part-time basis. Without a skill in typewriting this businessman would be handicapped.

Typewriting Incidental to the Job Situation

It should be emphasized that the business executive, who has never held a typewriting job on either a full or part-time basis, may find his typewriting skill of immeasurable value. If the executive has a good skill in typewriting, he will be able to get his creative ideas down quickly, even before he could have arranged to dictate them, or before he has lost them in tedious longhand. Administrative orders can be issued, processed and executed more effectively and quickly when they have been typewritten.

Daily, weekly, or monthly reports are burdensome features of many jobs. A traveling salesman finds his portable typewriter indispensable. Letters to the home office, as well as detailed order specifications, are easily written and efficiently handled. The typewriter insures that errors be held to a minimum, since typewritten figures and words are less likely to be misread.

Teachers are frequent users of typewriters. They are able to typewrite master copies of their tests, typewrite class plans, and prepare committee reports with much

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less effort and dependence on others. For them, the typewriter is a great timesaver.

A waitress may find that her ability to use the typewriter may be of great help to her, particularly in preparing the daily menu. The waitress' ability to perform this "extra" function may mean much to her securing and holding an important job.

Typewriting Desirable But Not a Necessity

With respect to some careers, the use of the typewriter is not a necessity; but it is certainly important for greater and more efficient work production. If an author can typewrite, he will be able to spend more of his energies in developing his thoughts and less in the physical aspects of the writing. The author, like the executive, can put his ideas on paper before they get away from him if he is able to use the typewriter easily and efficiently. The newspaper reporter, too, finds a typewriting skill of immeasurable help in getting his stories to press.

While the purpose of this article is to consider the use of typewriting in careers, note should be made of the tremendous uses of the typewriter in personal-use activities. The modern-day college student recognizes his skill in using the typewriter as an invaluable aid in doing his college work. In addition to the many uses the college student makes of the typewriting skill, there are many other situations in which typewriting is used for personal activities. The individual, regardless of his vocation, will be able to use typewriting in writing letters, reports, and completing forms that seemingly all persons in our complex society are called upon to do.

It is important that the teacher of typewriting make his students aware of the many uses to which they can put their skill in typewriting. If students realize that a good skill in typewriting will mean much to them in their careers or in their personal-use activities, certainly there will be no question concerning their motivation to make the most efficient use of their time in the typewriting class. As indicated before, typewriting is not only a medium of earning a living; it is also a tool of literacy. The typewriting instructor should conduct extensive planning to insure that the typewriter is taught as a tool of literacy as well as a means of earning a living.

BOOKKEEPING AND ACCOUNTING

ROBERT SWANSON, Editor
Ball State Teachers College
Muncie, Indiana

PROGNOSTIC VALUE OF HIGH SCHOOL BOOKKEEPING

Contributed by Jack Theige, *Tulare Union High School, Tulare, California*

THE PROBLEM of prognosis in the field of business education, as well as education in general, is becoming increasingly important. Each year our colleges are facing an increasing number of high school graduates seeking a college education and the college classrooms are becoming overcrowded.

The problem of finding a place—physically speaking—for every student is one with which most modern-day educators are well acquainted; but the problem of finding a place in life—occupationally speaking—which is well suited for each student's particular abilities and talents is one which has not received such widespread attention.

It is the responsibility of all educators to promote practices which will make our schools more effective. One way to reduce educational waste is through prognosis and effective counseling.

A Problem in Counseling

If the counselor is to be effective in guiding students, he must base his counseling upon facts. Unfortunately, facts as such, may not be readily available; hence, the educator is often forced to base many of his decisions and much of his advice upon supposition. It is an understatement to say that suppositions are poor substitutes for facts. College accounting instructors, for example, differ in opinion as to the value of high school bookkeeping in relation to college accounting. Some instructors take the view that students who have taken bookkeeping become set in their ways and do not easily accept changes or new ideas. In general, these instructors are of the belief that any advantage a high school bookkeeping student may have is overcome in a matter of a few weeks by other first-semester accounting students.

Other accounting instructors are equally convinced that a student is more likely to be successful in college accounting when he has had bookkeeping. These instructors say, in effect, that previous bookkeeping instruction provides background in terminology and fundamentals.

Which view is correct or, at least, which is more nearly correct? Also, can a college counselor predict with reasonable accuracy whether or not a student who does well in high school bookkeeping will also do well in college accounting? In the absence of statistical evidence, the counselor must rely upon supposition.

A study was undertaken at Fresno State College to analyze the relationship of a high school bookkeeping background to success in first-semester college accounting. The data used in the study were as follows: first-semester accounting grades, high school bookkeeping grades, and A.C.E. aptitude test scores. A five-year period, beginning with the spring of 1950 and ending with the fall of 1954, was selected as the limits for the study in order to obtain as large a population as possible for comparison. This period also offered more complete information than others.

Data were collected on 417 students who took first-semester accounting sometime during the period 1950-54. There were 329 students in this group who did not have a bookkeeping background, while 88 students had taken bookkeeping in high school.

The findings and conclusions using these cases are based upon the assumption that grades are an acceptable criterion of success for this particular study.

From comparisons made in this study, it may be reasonably concluded that a background in high school bookkeeping is an asset to those who enroll in elementary accounting in college. The accounting grade averages of the students having a knowledge of bookkeeping were significantly higher than those not having this background. In making these comparisons, relative aptitude based upon A.C.E. tests was taken into consideration. The procedure for analyzing the data included computing the grade averages of both groups, standard deviation, standard error, difference between the means, standard error of the difference, and significance.

Other characteristics of the data were revealed when a comparison was made between accounting grades and bookkeeping grades. The tally showed that 72 percent of those who excelled in bookkeeping in high school also received either an *A* or a *B* in college accounting; and 48 percent of those who received *B* in bookkeeping also received an *A* or *B* in accounting. Of the students who received a *C* in high school bookkeeping, 25 percent were able to earn an above average mark in college.

The weight of the findings indicated that high school counselors should encourage bookkeeping enrollment among those youths who contemplate following a business curriculum in college. The college counselor would also find it valuable to ascertain from records or consultation the bookkeeping background of accounting enrollees. This is particularly true whenever some students must be excluded from an elementary course in accounting because of an excess of students.

A factual and unbiased analysis of educational records may not be the panacea of educational waste; however, it may well help to reveal the sought-after pathways for which counselors are searching in order to better assist young persons on their road to a useful education.

GENERAL CLERICAL

E. L. MARIETTA, Editor
Michigan State University
East Lansing, Michigan

OFFICE DUPLICATING

Contributed by Carl E. Walker, *Jacksonville State College, Jacksonville, Alabama*

WHAT SHALL WE INCLUDE in duplicating? At least a dozen processes are used to produce duplicate copies in the office, and each of these processes has its place in business. Yet it is not usually feasible to teach all of the processes in detail. Many of the machines are prohibitive in cost. Too, they are usually either quite easy to learn to operate, or so complex that they cannot be learned by a class in the time that is available.

The solution seems to be to teach, say, two of the most popular machines for processes rather well and in such a way that the students may adapt techniques learned for these machines or processes to those that are not studied directly. In many instances, sales representatives will gladly demonstrate their machines to a class.

The stencil duplicator, or mimeograph, and the direct- or liquid-process duplicator are probably the most widely used in offices of all the various copying devices —aside from carbon paper. Although there are many different brands and models, and details of operation may differ, the fundamental principles of stencil duplication and direct-process duplication remain the same.

In presenting material in regard to these processes of duplication, the teacher should give particular attention to layout of the material, the devices that are available to aid in the production of attractive copies, and the potentials and limitations of each process.

Importance of Good Layout

The student needs to be aware of the importance of good layout. Too often material to be duplicated is placed on the stencil or master sheet without any thought being given to attractive arrangement. A few minutes of planning and only a little extra work can transform a drab presentation into an appealing one.

The teacher may recommend, when the student lacks skill in layout, that he use the layout of a magazine or newspaper advertisement and substitute his own copy. The possibilities of added attractiveness through justified right margins, spread or lettered headings, and material in two or three columns should be considered.

Material often may be presented more attractively on folded paper than on an unfolded sheet. Here a dummy copy is essential. Plan exactly what goes where on each page, make a dummy copy, and then follow it carefully. When the sheet of paper is to be folded once and is to be duplicated on both sides, then the sum of the page numbers on any stencil or master sheet is one greater than the total number of pages in the proposed booklet; that is, for a 36-page booklet, pages 1 and 36 are on the same stencil or master sheet, as are 2 and 35, and so on. The odd-numbered page will always be at the top of the stencil when its left edge is the top of the booklet page, and always on the lower part when the right edge is the top of the booklet page.

For a booklet 8½ x 5½ inches (8½ by 11 paper folded once) there are approximately 42 vertical lines available, and a 40-space pica line or 50-space elite line.

Four-page leaflets or greeting cards, made from a sheet of paper folded twice, are quite easy to prepare when a dummy copy is made. For the most popular fold, the maximum line length is 33 elite spaces and 27 pica spaces, with a maximum of 27 lines to the page.

Devices Available

The student should become acquainted with the various devices and supplies that are available to help him produce better duplicated material. In his work with the stencil process, he should learn the use of Pliofilm, cushion sheets, and correction fluid when typewriting—and he should know the importance of having clean type. When he is using the illuminated drawing board, he needs to know how to make use of the various kinds of styli, shading plates and screens, writing plate, lettering guides, silk sheet, T-square, and illustration inserts. In preparing work for the liquid-process duplicator, he needs to learn how to correct errors efficiently and how to use colored carbons and inks. He needs to know about the various weights and finishes of paper and what weight and finish are needed for any particular job.

The advantages and shortcomings of each process should be taught. The student should know that the stencil process is usually more expensive, but more copies can be produced from one stencil than can be produced from one liquid-process master. He should be aware that the liquid-process is easy to use, but as yet a carbon that will produce dark black copies has not been perfected. He should realize that a second color used with the basic one adds to the attractiveness of the copy and that this is quite easily done with the liquid process and can be done with little difficulty with the stencil process. He should learn that various stock other than regular impression paper can be used for duplicating. For example, with the stencil process, post card, poster stock, and even paper napkins (when a piece of impression paper is used under each one) can be readily used.

When the student learns good layout; how to use the various devices, tools, and supplies; and what the potentials and limitations of each process are; he should be well qualified in stencil- and liquid-process duplication. In addition, he should have a good foundation on which to build his skills to produce materials of high quality by any copying or duplicating process.

DISTRIBUTIVE OCCUPATIONS

FORREST MAYER, Editor
San Jose State College
San Jose, California

RECRUITMENT FOR RETAILING CAREERS

Contributed by* Lowell Anderson, *California State Department of Education, Los Angeles, California

PREPARATION OF STUDENTS for retailing career opportunities has long been neglected by public educators. The value of school preparation for entry into this fascinating and challenging field has likewise failed to be recognized by the retailers themselves.

With due consideration of these conditions, the Bureau of Business Education, California State Department of Education, in an attempt to bring about a closer relationship between the schools and business, appointed a State Retailing Advisory Committee. This liaison committee, composed of personnel and training directors of leading retail establishments, along with state and local educators, decided to produce a recruitment brochure for careers in the field of retailing. It was designed to provide facts as to specific employment opportunities, income potentials, and educational training needs. The committee decided upon the tentative topics to be treated in the brochure and these items were then assigned to subcommittees for further refinement.

Major Topics

After subsequent regional meetings, the completed brochure, *California Retailing and You*, was ready for printing. The major areas covered in the booklet are:

1. What is retailing?
2. Questions directed to students about their abilities: Are you a fountain of ideas? Do you sparkle with suggestions? Do you like to keep things ticking? Do you like to work with figures?
3. Opportunities for You—Indicates the wide variety of occupations available in retailing.
4. Compensation—Points out how retailing salaries compare with other areas.
5. The Science of Retailing—The scope of training necessary for a successful career in retailing is indicated in the following general areas: science of mathematics, psychology, physics and chemistry; mastery of English; and art of advertising and display.
6. Your next step—Explains in detail what steps the student should take to enroll in classes in high school or junior college designed to train him for a career in retailing.

In the initial distribution, copies were sent to all state colleges, universities, junior colleges, high schools, and county offices in California. Mailing also included the National Retail Merchants Association, United States Office of Education, and Supervisors of Business Education in the several states.

The following suggestions for use of the brochure were included with a mailing to business educators in the State of California:

1. Present to the students in these classes:
   a. Vocations classes
   b. Senior Problems
   c. General Business
   d. Sales and Merchandising
2. Make available to counselors for use with students
3. Use as handout at PTA meetings, to encourage parents
4. Use at open house or business education days at the school
5. Deposit a supply in your city library
6. See that each faculty member and board member gets copies
7. Use as a recruiting tool in junior class meeting during spring semester.

The brochures have been used in many ways. In one school, special information booths manned by students were set up in the school to distribute the brochure to other interested students. Open houses were held in various schools at which copies were made available to students, parents, and businessmen. Displays were built in store windows, featuring the use of the booklet. One junior college sent its merchandising students to various high schools to make distributions among the students after special assemblies had been held to stimulate interest in this career idea.

As part of a planned "Week of Activities," some 200 businessmen and educators assembled at a banquet to hear an address by Phillip Corrin, Vice-Chairman of the Board, Bullock's, Inc. Mr. Corrin reiterated many of the salient facts contained in the brochure, pointing out to the assembled educators and businessmen the following interesting facts:

> Retailing is complex, challenging, fast moving, and fascinating. It rewards those who devote themselves to it in both tangibles as well as the intangibles of business life.
>
> There are more than 700 job classifications to be found in large stores and the ratio of executives to nonexecutives ranges from about 1 to 7 and 1 to 10, depending on the individual store.
>
> There is plenty of opportunity in this field for both sexes to progress rapidly because ability is easy to spot. We need people with imagination, energy and creativity—people who can plan ahead and who can assume responsibility quickly—learn to make decisions and take over leadership.

The limited supply of brochures available at this time, has necessitated a rather close screening of requests for copies, and distribution is now limited to those that indicate in writing their plan for its use. Although educating our businessmen and public educators on the value of school training for a career in retailing has been a rather slow process, the results are more than gratifying. The brochure may not be a panacea for all the recruitment problems but it is proving to be a valuable aid.

OFFICE STANDARDS AND CO-OPERATION WITH BUSINESS

MARGUERITE CRUMLEY, Editor
State Department of Education
Richmond, Virginia

HAVE BUSINESS EDUCATION—WILL WORK (PERHAPS?)

Contributed by **Harry Huffman,** ***Virginia Polytechnic Institute, Blacksburg, Virginia***

HOW OFTEN have you had to remind students to complete their assignments? How frequently have you wished others near graduation were more concerned about appearance? Are some students slow starters? Do others want to know your minimum requirements to get by? Have you wondered whether these students are preparing for a mythical office job in which they sit at desks to do an occasional piece of work—perhaps?

Men in business and industry have similar problems with young people. Is it that these problems have carried over from the classroom? Employers must decide what to do, for example, about a beginning employee who requires continual prompting to complete his work. This was one of several problems presented to 66 business and industrial men in a survey conducted by the Roanoke (Virginia) Advisory Committee for Business Education. The committee is composed of three executives from business and industry, three school administrators, six office managers, and six business teachers. The committee meets twice a year.

When the above problem was presented to these men for action, "Supervise the offender closely" was the first choice of the majority. What they meant was to take unusual pains in allotting tasks, in keeping an eye on the person, in checking progress frequently, and in obtaining the completed work. The next choice was to discharge the employee. A few would try reprimands before finally discharging the employee. The responses are fully tabulated in Table 1:

Table 1—Attitude of 66 Roanoke (Virginia) Businesses and Industries Toward the Necessity for Prompting an Employee to Complete His Work

Attitude	*First Choice*	*Second Choice*
Discharge him	9%	46%
Transfer to another job	9	16
Reprimand him	23	20
Supervise him closely	59	18
Total	100%	100%

As business teachers, we need to bring such information to the attention of our students. It would be better, of course, for teachers to collect the information from their own local businesses and industries. Perhaps as a trial, you will place the information in Table 1 on the blackboard and help the students interpret its meaning.

Another question, "If an employee's appearance deteriorates to the extent that he is less attractive than the usual standard for his work, what action will you take?" brought forth decisive responses. Businessmen, being human, would first "teach him to improve." They had in mind such suggestions as guidance pamphlets and counseling techniques. This they would do for relatively young and inexperienced workers. If no improvement occurred they considered two alternatives. One interestingly enough was to "Place him in a position of little public contact," assuming such a spot in the business was available. The last resort was undeniably a discharge. Apparently valuable employees who care little for appearance end up in offices with frosted windows. The facts are tabulated in Table 2.

Table 2—Attitude of 66 Roanoke (Virginia) Businesses and Industries Toward Deterioration of an Employee's Appearance

Attitude	*First Choice*	*Second Choice*
Discharge him	0%	46%
Teach him to improve	94	4
Place him in a position of little public contact	6	50
Total	100%	100%

We have frequently told our students that business and industry want self-starters, go-getters, and workers with plenty of initiative. So, the advisory committee posed the following question:

Which do you prefer when the following employees complete their jobs?

A. Employee A if requested is willing to do additional work.
B. Employee B requests additional work.
C. Employee C finds additional work to do.

The Advisory Committee was not necessarily looking for the answer to whether we should prepare *only* employees of either type A, B, or C, but rather whether opportunities existed for type A, B, and C. We hoped that the question would clarify the problem of what kind of initiative was desired, assuming of course that business and industrial men certainly wanted employees who would immediately get busy on the jobs allotted to them.

Their reasons for selecting 20 percent employees of type B and 79 percent employees of type C are probably very complex. We certainly cannot draw any final conclusions. Table 3 should form the basis of a very profitable discussion by a class as students examine their inter-

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UBEA

THE ASSOCIATIONS UNITED FOR BETTER BUSINESS EDUCATION

Annual Convention

A variety of topics was included on the program of the four UBEA Divisions (National Association for Business Teacher Education, UBEA Research Foundation, International Division of UBEA, and Administrators Division of UBEA) at the annual convention held on February 12-14 in Chicago.

Richard I. Miller, NEA's observer at the United Nations, New York City, keynoted the International Division's meeting using the topic "The World, the United Nations, and You." Anna Eckersley, Teachers College of Connecticut, presided at the meeting which included a report on the 1958 Economic Course by Adrienne Frosch, Brooklyn, New York.

Three discussion groups were designed to discuss the improvement of world understanding in business education through various means. The leaders of the groups were Hamden L. Forkner, Teachers College, Columbia University; E. R. Browning, East Carolina College; and Dorothy H. Veon, The Pennsylvania State University.

Robert E. Slaughter, Vice-President, McGraw-Hill Book Company, Inc., New York City, gave the "Distinguished Lecture in Business Teacher Education" before a capacity audience at the Fellowship Luncheon. Mr. Slaughter's complete address, "Creativity in Business Teacher Education—A Prospectus," will be published in the Proceedings of the NABTE Convention (NABTE Bulletin 70).

To introduce the topics for consideration in the five discussion groups, keynote addresses were given by Peter L. Agnew, New York University; Russell J. Hosler, The University of Wisconsin; Harry Huffman, Virginia Polytechnic Institute; Ruth B. Woolschlager, University of North Dakota; and Paul A. Carlson, Wisconsin State College, Whitewater.

Chairmen of the NABTE discussion groups were John E. Binnion, University of Denver; Herbert A. Tonne, New York University; John M. Trytten, University of Michigan; Z. S. Dickerson, Madison College; and Lewis R. Toll, Illinois State Normal University.

Summarizations of the five NABTE groups were given at the final general session by Norman W. Thies, Wisconsin State College, Whitewater; Ray G. Price, University of Minnesota; Lucille Branscomb, Jacksonville State College; Albert C. Fries, Chico State College; and Arnold Condon, University of Illinois.

1900 . . . FBLA reached a milestone when FBLA Chapter 1900 was installed by UBEA's president, Vernon Musselman, at Bryan Station Senior High School. Chapter officers shown with Dr. Musselman are Carolyn Conway, Mary Powers, Betty Sensabaugh, Loretta Ogle, and Sandy Barlow.

John Rowe, University of North Dakota, presided over the NABTE sessions.

Paul S. Lomax, New York University, addressed the Administrators Division of UBEA on "Vital Trends and Problems in Administration and Supervision of Business Education." The address was based on an extensive survey he had conducted prior to the convention.

Parker Liles, Georgia State College of Business Administration, presided at the meeting of the Administrators Division. Theodore Yerian, Oregon State College, led a panel composed of Theodore Woodward, George Peabody College for Teachers; Joseph Gruber, Director of Business and Distributive Education, New York City; Arthur L. Walker, Virginia State Supervisor of Business Education, Richmond; and Doris Howell Crank, DeKalb Junior High School, Illinois; in answering questions posed by the audience.

James T. Blanford, Iowa State Teachers College, presided at the meeting of the UBEA Research Foundation. A panel presented progress reports on research in business education. The participants were George Anderson, University of Pittsburgh; Lawrence Erickson, Teachers College, Columbia University; Wayne House, University of Nebraska; Vernon Payne, North Texas State College; Kenneth Zimmer, Richmond Professional Institute; and Robert M. Kessell, University of Idaho.

George V. Allen, Director, United States Information Agency, Washington, D. C., and Henry H. Hill, President, George Peabody College for Teachers, spoke to the combined sessions of AACTE-NABTE.

FBLA Moves Forward

New chapters of the Future Business Leaders of America are being chartered at a record rate. Vernon Musselman, University of Kentucky, Lexington, had the honor of presenting Charter Number 1900 to Bryan Station Senior High School, Lexington, Kentucky. The chapter was chartered on December 19, 1958. Sixty-eight chapters were installed in January and February with applications for charters arriving in each day's mail at the FBLA National Office. FBLA membership is approaching 50,000.

Twenty-five state chapters of FBLA have been chartered with the twenty-sixth one being formed in Missouri under the leadership of Ivan Calton at Southwest Missouri State College.

Three new publications have been released since January 1, 1959, as a part of the services of the National Organization. They are the *FBLA Handbook*, FUTURE BUSINESS LEADER, and the *Catalogue of FBLA Emblem Items*.

The official *FBLA Handbook*, released in January, contains a wealth of valuable information for both active FBLA chapters and prospective chapters.

The FUTURE BUSINESS LEADER replaces the FBLA FORUM. Among the regular features in the new publication are articles on standards for business, word lists for spelling, problems in parliamentary procedure, and chapter items.

The 12-page *Catalogue of FBLA Emblem Items* was mailed in February to each chapter sponsor.

The sponsorship of the FBLA organization is one of the major services of the United Business Education Association.

In Action

UBEA Executive Board Meets in Chicago

The UBEA Executive Board, at its annual meeting in Chicago, endorsed the action of the National Business Teachers Association to enlarge the Committee on National Unity from six to twelve members. The committee is charged with the responsibility for interpreting and implementing the plan for national unity as approved by UBEA and its unified regional associations and by the NBTA.

UBEA's Executive Board heard progress reports given by the presidents of the unified regional associations and the UBEA divisions. The group accepted the recommendation that the work of the Committee on Coordination and Integration of Research in Business Education (CCIRBE) be transferred to the UBEA Research Foundation.

Hamden L. Forkner, Chairman of the Policies Commission on Business and Economic Education, described the first project of the group which will be a pronouncement of what business educators believe business education is doing and can contribute to the total program of education and to the economy of this country. The UBEA Executive Board voted to contribute $375 to the commission for operating expenses during the remainder of the fiscal year. This amount is to be matched by Delta Pi Epsilon.

One of the highlights of the Executive Board meeting was the Friday night session devoted to membership promotional ideas and techniques. Dorothy H. Hazel, national membership chairman, and Mearl Guthrie, college membership chairman, together with the regional and state chairmen were lauded for the excellent report which showed a gain of 11.3 percent over the membership for the previous year. UBEA past-presidents Paul S. Lomax, Albert Fries, E. C. McGill, Theodore Woodward, Theodore Yerian, and Dorothy Travis made valuable contributions to the session in the way of promotional ideas. All UBEA state membership chairmen and former members of the Executive Committee were invited to attend this special session.

The Executive Board passed a resolution instructing the Membership Committee to promote and encourage membership in the National Education Association. The recommendation of the Structure Committee to change the beginning of the UBEA officer year from August 1 to June 1 was approved. The officer year and the fiscal year are now the same. This change in the UBEA By-Laws provides for the 1959-60 officers to begin their term with the annual meeting of the National Education Association.

European Tour for Business Educators

A special six-week European Tour itinarary has been prepared for the United States Chapter of the International Society for Business Education in cooperation with UBEA. The tour, arranged by the NEA's Division of Travel Service, includes two weeks in Paris where participants may attend the annual International Economic Course.

Departing from New York on July 5, the group will visit Prestwick, Glasgow, Balloch, Stirling Castle, and Linlithgow Palace. A day will be spent at Edinburgh before moving on to Chester and a day's drive through North Wales. Stratford-on-Avon is included in the tour through Shakespeare Country before arriving in London for a three day stay.

The period from July 15 through July 29 will be spent in Paris. The itinerary after Paris includes such places as Fontainebleau, Dijon, Dole, and Poligny before entering Switzerland. A stop at Geneva is followed by visits to Montreux, Martigny, and Brigue before moving into Italy. Milan, Rapallo, Pisa, Florence, and Venice will be visited in Italy along with resorts on the Riviera.

The trip by surface transportation takes the tour over the Brenner Pass into Austria at Innsbruck, and then on into Liechtenstein. Zurich and Lucerne are among the cities to be visited in Switzerland. Final countries to be visited include Germany, Luxembourg, and Belgium before departing for a New York arrival on August 13.

The price of $980 includes transportation, hotels, meals, sightseeing fees, tips, taxes, and insurance. It does not include passports, visas or entry permits, excess baggage charges, registration fee for the economic course, extra food items, lunches and dinners in London and Paris, laundry, and other personal expenses.

Members of UBEA may be accompanied by their families who are also eligible for the special rate.

A brochure and reservation forms are available from Ann Eckersley, Teachers College of Connecticut, New Britain, or UBEA in Washington, D. C.

UBEA Officers Named

Milton C. Olson, State College for Teachers, Albany, New York, was elected president of UBEA at the annual meeting of the Executive Board. Dr. Olson is the current vice-president of the association and will take office as president on June 1. Other UBEA officers elected are Gladys Bahr, New Trier Township High School, Winnetka, Illinois, vice-president; and Vernon Payne, North Texas State College, Denton, treasurer.

The National Association for Business Teacher Education elected Russell J. Hosler, The University of Wisconsin, Madison, to succeed John L. Rowe as president of the Association. Other officers elected for 1959-61 are F. Wayne House, University of Nebraska, Lincoln, vice-president; and Lewis D. Boynton, Teachers College of Connecticut, New Britain, secretary. James Crawford, Indiana University, Bloomington, was elected to serve a two-year term on the Executive Committee. Helen H. Green, Michigan State University, East Lansing, will be serving her second year of a two-year term.

Mary Ellen Oliverio, Teachers College, Columbia University, will head the UBEA Research Foundation from 1959 to 1961. John Moorman, University of Florida, Gainesville, and George Anderson, University of Pittsburgh, Pennsylvania, were elected vice-president and secretary of the UBEA Research Foundation.

Mary Alice Wittenberg, Supervisor of Business Education, Los Angeles City Schools, California, is the new president of the Administrators Division of UBEA. Other new officers are Z. S. Dickerson, Madison College, Harrisonburg, Virginia, vice-president; and Ruth Paget, Nevada State Supervisor of Business Education, Carson City, secretary.

The International Division of UBEA will elect its officers by mail ballot prior to June 1.

International Division

A project is underway to collect secondary and collegiate textbooks on business and economic education to be sent to the library of the International Bureau of Education in Geneva. These books will be used by international students and research workers at the International Bureau of Education Library. Adrienne Frosch, Lafayette High School, Brooklyn, New York, is in charge of this U. S. Chapter project. The Society and Miss Frosch will welcome the assistance of business teachers in this project.

LET'S GO UNITED!

An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, editors, advisers, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the UBEA 10,000 Club.

The Expanded Program of Action for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels—local, state, regional, and national. To this end the names of persons listed on this page have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the UBEA 10,000 Club as this issue of the FORUM goes to press.

You, too, are invited to become a member of the 10,000 Club by lending your active support to this important phase of the Expanded Program of Action for Business Education. The requirement is reasonable—three or more memberships for UBEA.

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Clarence Schwager

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Betty Talbot

MAINE
Mildred Damon

MARYLAND
James Brown
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UTAH
Mary Brown
Edward Christensen
Rosamond Demman
Ina Doty
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Eugene Kosy
Harold Palmer
Virginia Templeton
Norman Thompson

NBETesting Program

April, May, and June are again designated as the months for administering the National Business Entrance Tests. This nonprofit professional service to business educators and businessmen, sponsored by the Joint Committee on Tests, UBEA, is in its twenty-second year of operation. The NBETests provide a means of evaluating the business education instructional program, of assigning an evaluating mark to the business education graduate, and of giving the prospective employer an indication of the employability of the graduate.

Four official scoring centers are in operation again this year. The directors are Robert L. Ferguson, Macomb, Illinois; Thomas LeGuern, Dedham, Massachusetts; Parker Liles, Atlanta, Georgia; and Donald Aase, Chico, California.

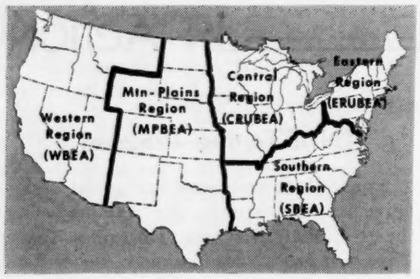
A second Official Series of tests is currently under construction. The new series will be designed for one hour administration time instead of the normal two hours required in the 1800 Series.

NEA Corner

● "Breakthrough to Better Schools" is the title of a new filmstrip based on the special 16-page feature of the February *NEA Journal*, "Can America Afford Better Schools?" Arrangements have been made for a separate printing of "Can America Afford Better Schools?" so that civic groups, professional associations, PTA's, and other groups will be able to distribute free copies in connection with showings of the filmstrip.

J. L. McCaskill, executive secretary of the NEA Legislative Commission, in announcing the filmstrip, said: "This will be a self-contained, effective package, available for widespread distribution. A simple projector is all the equipment needed. NEA supplies the remainder, and we look forward to thousands of local meetings presenting this factual message to both professional and lay groups."

The complete package contains the filmstrip, a speaker's guide, a handbook of statistical information on the Murray-Metcalf bill, a copy of the proposed legislation, and a copy of the tax education feature reprinted from the *NEA Journal*. Copies of the filmstrip packet are available to legislative contacts and association leaders.



UBEA REGIONAL and AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated and regional UBEA associations should be of interest to FORUM *readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has representation on the National Council for Business Education.*

UBEA REGIONAL ASSOCIATIONS

Central Region of UBEA
Eastern Region of UBEA
Mountain-Plains Business Education Association
Southern Business Education Association
Western Business Education Association

UBEA AFFILIATED ASSOCIATIONS

Alabama Business Education Association
Arizona Business Educators Association
Arkansas Education Association, Business Education Section
California Business Education Association
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Iowa Business Education Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Teachers Association
Nebraska Business Education Association
Nevada (Northern, Southern) Business Education Association
New Hampshire Business Educators Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Department of Business Education
North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Business Education Association
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Educators Association
South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Teachers Association
Virginia Business Education Association
Washington (Eastern, Central, and Western) Business Education Associations
West Texas Business Teachers Association
West Virginia Business Education Association
Wisconsin Business Education Association
Wyoming Business Education Association

SOUTHERN REGION

Alabama

The Alabama Business Education Association's annual luncheon meeting is scheduled for March 13, in conjunction with the annual meeting of the Alabama Education Association. Guest speaker for the luncheon is Theodore Woodward, head of the Department of Business Education, George Peabody College, Nashville, Tennessee. Dr. Woodward's topic for discussion is "The Implications to Business Education of Current Trends in Education."

Virginia

Anne S. Daughtrey, Maury High School, Norfolk, president of the Virginia Business Education Association, has announced that the annual spring meeting will be held at the Hotel Roanoke in Roanoke on March 13-14. The Executive Board will meet prior to the opening session. Saturday's program will center around the topic "Improvement of Instruction in Shorthand." Henry J. Boar, Gregg Publishing Division, McGraw-Hill Book Company, will be the featured speaker.

MOUNTAIN-PLAINS REGION

Colorado

The Colorado Business Education Association's spring meeting will be held on April 25 at Colorado State College, Greeley. The morning program will include a preview of a new film, "The Distributive Education Story," and an address, "It Has Been Done," by Helen H. Green, Michigan State University, East Lansing. Following the noon luncheon, Dr. Green will speak on the topic "How It Can Be Done Better."

Officers of the association are R. W. Christy, Aurora High School, president; Harold E. Binford, Western State College, Gunnison, vice-president; and Joyce Bower, Manual High School, Denver, secretary-treasurer.

CENTRAL REGION

Ohio

In an effort to fortify the excellent relationship between education and business, the Ohio Business Teachers Association selected the theme "Seeing Eye to Eye" for its annual convention. The meeting is scheduled for April 10 and 11 at the Netherland Hilton Hotel in Cincinnati. Mary O. Houser, Libbey High School, Toledo, is president of the association.

George W. Boyd, sales manager at Emery Industries of Cincinnati, will speak to the group on Friday evening, April 10. A panel consisting of representatives of business and government will make up the morning program on Saturday. The luncheon speaker will be Kenneth Wilson, Dean, College of Business Administration, University of Cincinnati.

UBEA CALENDAR

NATIONAL MEETINGS

Future Business Leaders of America, Washington, D. C., June 14-16
United Business Education Association, St. Louis, Missouri, July 1

REGIONAL MEETINGS

Mountain-Plains Business Education Association, Oklahoma City, June 18-20
Southern Business Education Association, Virginia Beach, Virginia, November 26-28

STATE AND AREA MEETINGS

Chicago Area, April 25
Colorado, Greeley, April 25
Idaho, Coeur d'Alene, April 17-18
Kentucky, Louisville, April 16
Nebraska, Hastings, April 25
Ohio, Cincinnati, April 10-11
Pennsylvania (Eastern), Abington, April 11
Pennsylvania (Western), Beaver Falls, April 18
Washington (Eastern), Spokane, April 9
Washington (Central), Yakima, April 18

Citizenship in a Changing World

By JOSEPH COLLIER, JR.

The National Conference on Citizenship brings delegates to Washington, D. C., from coast to coast. The delegates represent youth organizations, professional associations, government, education, business, labor, and many other organizations. FBLA was represented at the thirteenth annual conference by its National FBLA President and by Barbara Humphrys from the FBLA National Office. The theme of the Conference was "Citizenship in a Changing World."

Two distinct benefits came to me from my attendance at the National Conference on Citizenship in Washington, D. C. My understanding of the problems of citizenship in this country was broadened and increased considerably, and the realization of my place of responsibility in the coming years was greatly intensified. Secondly, my pride in being a member of the Future Business Leaders of America and my appreciation of its purposes was never so great. As the purposes of FBLA are realized, and they surely are among a great number of young Americans every day and year, the requirements of good citizenship are being instilled in the consciousness of many who will be responsible for the industry and commerce of the future.

Perhaps the most distinct feeling with which I came away from the conference was one of alarm. Not that "to view with alarm" is anything new. People have been doing that for generations, and often such people have been looked upon with derision. However, facing the fact of many present-day conditions seems to indicate that our state of self-satisfaction is not on a sound basis. It was said at the conference that "Mr. Average American is living in a fur-lined rut." Most of us are comfortable and enjoying more luxuries than were thought possible a generation ago. Has the spirit of the pioneer that made us a great nation disappeared? Has our high living standard made us soft and indifferent to the continuing need for energetic purpose? It is true that in recent times of national peril our people have risen to whatever demands were made for the preservation of our greatness.

Meeting the Next Crisis

Maybe we will meet the next crisis as well if the need is dramatic enough and the time is sufficient. But it seems unlikely that the complications, conflicts, and confusions of the modern world will permit us to leisurely arouse from our slumber with sufficient vitality to meet the need. A rut lined with fur is not conducive to good climbing! We do not get any encouragement in the lessons of history from the time of the greatness of Greece and Rome to the present.

The greatness of America is not in its wealth, its industry, or its resources. America is great because its people are great. All of our material advantages are meaningless unless we have a citizenry to give them a meaning. Instead of allowing ourselves to be content with things as they are, we need to look for new frontiers to conquer. Just beyond the mountain ranges of evils and insufficiencies in our civic body lies a fertile plain of opportunity. As was brought out repeatedly in addresses and discussions at the conference, this country has ample room for growth in the field of citizenship. Take, for example, the public's indifference to the voting privilege.

National FBLA President, Joseph Collier, Jr., shown above, was one of more than 600 persons who participated in the National Conference on Citizenship. Joe, a member of FBLA Chapter 1139, Pamlico County High School, Bayboro, North Carolina, is also president of the North Carolina State Chapter of FBLA.

Each generation must look to the next for the goals that it did not attain. Hence, the interest placed in the annual conference on citizenship. If the coming generations are to deal with the conditions facing them, they must be prepared. I am certain that each one of the young people who attended the recent conference is better prepared because of it. We know more of what is expected of us and what we can do about it. Not the least of the benefits coming from gatherings such as this is the promotion of better understanding between different regions of the country. We learn that situations and conditions are not always what we have been led to believe, and we find that we have a more sympathetic attitude toward the problems of other areas when we know more about them. Therein lies the best hope for world peace, I believe. When we all learn more of the customs, history, and background of our world neighbors and what made them as they are, and when they learn the same about us, then we may hope to live together in mutual understanding and consideration.

It is satisfying to me to know that my organization, Future Business Leaders of America, is making a notable contribution in the field of citizenship. We are a group of nearly fifty thousand high school and college students looking toward careers in business. Our work is dedicated to the principles of efficiency and ethical performance in business relations. As we conduct our sessions in our more than sixteen hundred

local chapters in high schools and colleges and in our state and national conventions, we never allow ourselves to lose sight of these purposes. We are confident that we are making a vital and far-reaching contribution to human advancement in pursuing these objectives. We believe, too, that our work ranks at the top in importance among the activities of young people.

FBLA Directed Toward Citizenship

Every detail in the program of FBLA is in some way directed toward better citizenship. Our chapters from the very beginning try to instill the characteristics of future leaders into their members with a unique initiation. Rather than have the candidates dress in normal school clothes, they are asked to dress as they would if they held important positions in some large business establishment. This promotes the importance of dignity and self-respect and challenges them to act with dignity and self-respect.

FBLA is not subsidized by any organization. Although it is sponsored by the United Business Education Association, the FBLA budget is balanced only by the dues required of each member and other activities of the organization. Many local chapters collect only state and national dues and defray their expenses through worthwhile projects.

A most worthy project carried out annually by various chapters is for the members to take over the community's businesses for a day. Most businessmen are happy for the chance to become better acquainted with the young people and are impressed with the ability shown by them. Many of these students later become employees in these establishments, having been assisted in their decision by the practical experience they received on "FBLA Business Day."

These are only examples of many ways in which FBLA seeks to prepare students for business careers and to make them more aware of their civic duties and opportunities.

Development of Leadership

Certainly in our democratic nation, some citizens must be leaders. Without honest, efficient, capable leadership, our nation could not withstand the difficulties it must face. FBLA aims at educating its members on the benefits of a career in business and encourages study and preparation for that career so that qualities of leadership may be developed.

Much emphasis is presently being placed upon the need for scientific education in this country. Surely nobody would quarrel with that viewpoint. However, in the concern for this need, we must not lose sight of the importance of preparation in the field of business. Without taking anything from the necessity for progress in science, it may be safely said that the wheels of business must still turn. The benefits of science would be indifferent were it not for the operations of the world of business in processing and developing those benefits and placing them in a position for people to use them. It is well enough to devote effort to what is called pure science, but it is as scientific discoveries are applied to the requirements of the human race that the effort is really worth while. It takes business activity to do that, and the Future Business Leaders of America propose to see that the country is aware of it.

We, as members of FBLA, have our work cut out for us. We look ahead with sober confidence, in the knowledge that through the application of the principles of good citizenship we will be able to accomplish our goals.

Office Standards

(Continued from page 28)

ests, aptitudes, and achievements, and the needs of business. Here are the answers to the question:

Table 3—Percent of 66 Roanoke Businesses and Industries Favoring Certain Reactions of Employees After Their Work is Completed

Reaction	*Employers Who Favor This Reaction*
Willing to do additional work	1%
Requests additional work	20
Finds additional work	79
Total	100%

The next question may lead you to form all sorts of "hunches" about businessmen and the needs of their offices. The responses are given with the question:

Questions and Answers	*Prefer*
Of two employees, which do you prefer:	
Employee A is continually busy doing all assigned work	40%
Employee B completes all assigned work so rapidly that he is often idle	60

One hunch is that some employers anticipate peak-load, unusual, or emergency work assignments (60 percent according to the answers); so, they need employees who complete work rapidly and are available and ready for additional assignments, even though idle part of the time. Other businesses (40 percent according to the answers) either have a steady flow of work or expect the employee, when necessary, to stretch a partial day's work into a full day's work.

The use of the results of surveys such as these will help students discover the attitudes of businessmen and the current needs of business and industry. An understanding of these discoveries will lead many young people to say confidently: "Have top-notch business education, will do top-notch office work."

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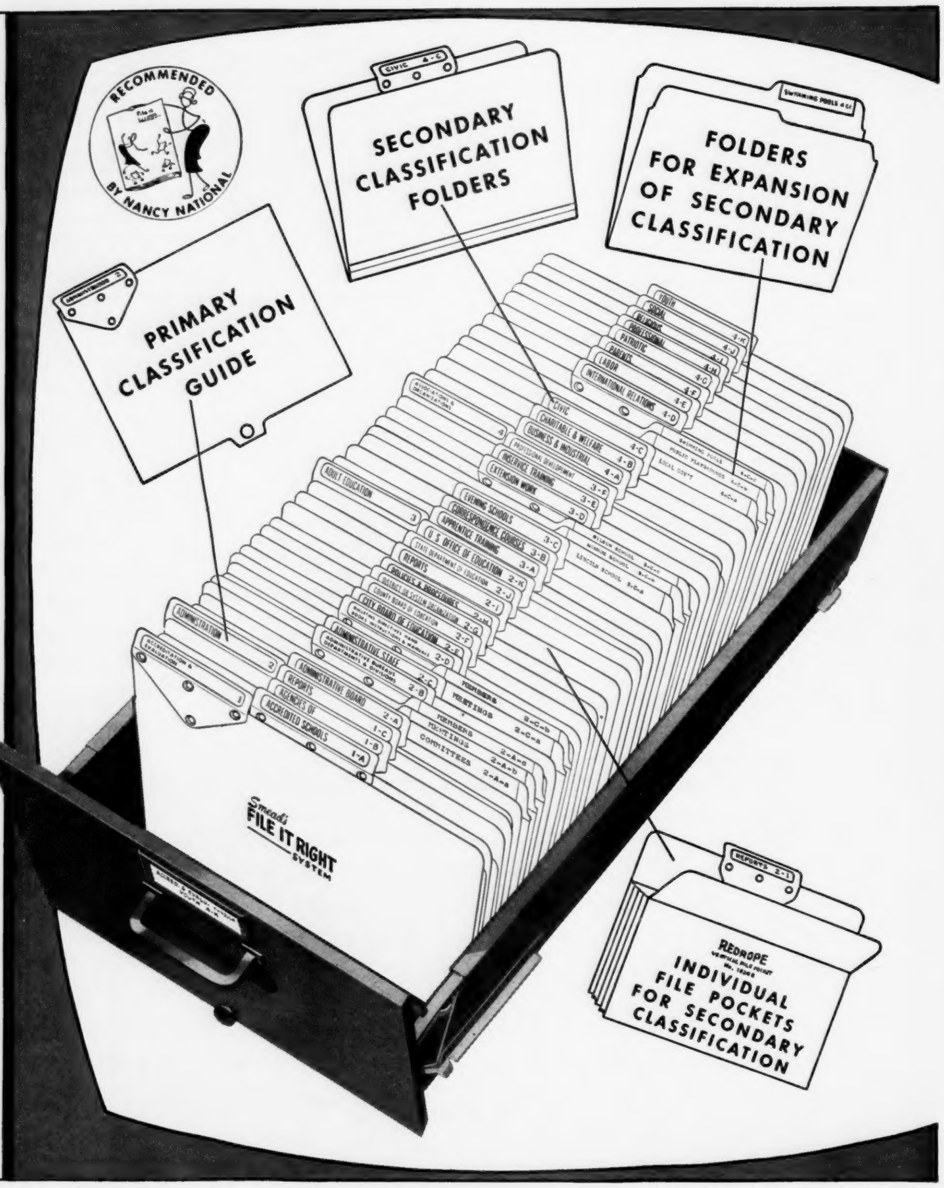

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